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ABSTRACT

This document is the final report of the first international conference of ministers and senior officials responsible for physical education and sport. The conference studied the following subjects: (1) the present situation of physical education and sport in the education of youth; (2) the role to be played by physical education and sport in the education of youth in the perspective of life-long education; (3) the strategies to be developed and steps to be taken at the national level for the promotion of physical education and sport; and (4) international co-operation for the promotion of physical education and sport. The conference was attended by 101 Member States and Associate Members, observers from one non-Member State, three intergovernmental organizations, and sixteen international non-governmental organizations. Included are the reports of two commissions and the recommendations of the conference. Appendixes include the agenda of the conference, addresses delivered at the conference, documents and exhibits presented, and lists of participants, the secretariat and officers of the conference. (JD)

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First International Conference of Ministers and Senior Officials responsible for Physical Education and Sport

Organized by Unesco with the co-operation of the ICSPE

Unesco House
6-10 April 1976

Final report

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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3

Unesco

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I. GENERAL REPORT

Background

1. The First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport, convened by Unesco in co-operation with the International Council of Sport and Physical Education, was held in Paris from 5 to 10 April 1976.

2. The Conference took place in accordance with the work plan relating to resolution 1.222.1 (e) (i) adopted by the General Conference at its eighteenth session, and was required by its terms of reference to study:

(i) the present situation of physical education and sport in the education of youth;

(ii) the rôle to be played by physical education and sport in the education of youth in the perspective of life-long education;

(iii) the strategies to be developed and steps to be taken at the national level for the promotion of physical education and sport;

(iv) international co-operation for the promotion of physical education and sport.

3. The Conference was attended by the delegations of 101 Member States and Associate Members. Also present at the Conference were observers from one non-Member State, three intergovernmental organizations and 16 international non-governmental organizations (see the list of participants in Annex VI).

Preparation of the Conference

4. Preparations for the Conference were made, in particular, by a meeting of experts held in Liège (Belgium) from 16 to 21 December 1974. A survey was carried out by means of a questionnaire sent to Member States in July 1975 and to which 42 Member States replied.

5. The International Society of Sports Psychology, the Association for the Anthropological Study of Play, the Philosophic Society for the Study of Sport, the International Council on Health, Physical Education and Recreation, the International Committee for Sociology of Sport and the International Council of Sport and Physical Education also carried out a series of studies in preparation for the Conference.

6. A working paper prepared on the basis of these various consultations (document ED-76/CONF. 205/COL. 4) was available to participants in the Conference.

Opening of the Conference

7. The opening session of the Conference took place in Unesco House at 10 a.m. on 5 April 1976.

8. In his opening address, the Director-General welcomed the delegates from Member States and the observers from the intergovernmental and international non-governmental organizations. He also greeted the representatives of the International Council of Sport and Physical Education, the Right Honourable Philip Noel-Baker and Mr. Jean Borotra, and the President of the International Olympic Committee, Lord Killanin.

9. Emphasizing the importance of the Conference, the Director-General briefly recalled the various activities of the Unesco programme which have been directed at promoting physical education and sport since 1952. Stressing the importance of the educational aspects of sport, the Director-General referred to the annual Fair Play Trophy Award Ceremony which has been held at Unesco House since 1965 and whose objectives are in keeping with the Organization's ethical purposes.

The Director-General indicated that the Conference marked a new departure for Unesco as part of its activities directed towards defining a new conception of the curricula and structures of education with the aim of ensuring interdisciplinarity and continuity in the context of life-long education. He went on to say that the discussions of the Conference should focus on the implications of the life-long education concept for physical education and sport including the access of all to physical education and sport as an aspect of democratization, and as a preparation for the life-long practice of sport as a right and a necessity for everyone. This raised the serious problem of the large group of youth not attending school in many countries.

10. He pointed out that the lowly place too often allotted to the education of the body could not be justified in view of the contribution of physical

education and sport towards an overall and balanced development of the personality. He advocated an interdisciplinary approach to physical education and sport, since sport required intellectual qualities and had emotional, ethical, and aesthetic implications. Sport therefore could render considerable service to education, but education should prepare for sport, and education for sport should go hand in hand with education through sport. Thus sport, clearly demonstrating the fundamental equality between people and nations, should service international understanding and prepare for life in a world at peace.

11. H.E. Mr. Pierre Mazeaud, Secretary of State for Youth and Sport and Head of the French delegation, welcomed the participants and remarked that the Conference was an expression of the successful reintegration of sport with education, science and culture and of its rôle in economic development and social life. He pointed out that public authorities have great responsibilities with regard to physical education and sport and that their actions should be brought in line with the activities of non-governmental sports organizations, particularly at the international level where the expansion of sport entails increasingly heavy expenditure for governments. Finally he stressed the important part that sport should play in co-operation between countries, which should be based on the principle of equal exchanges. This could contribute towards the establishment of a new international order governing sports activities.

12. The President of the International Olympic Committee, Lord Killanin, recalled the principles of the Olympic Movement and deplored the infringements to which they had been subjected. He stressed that competitive sport and sport-for-all are complementary. He asked Unesco to maintain the interest which it has shown in sport and assured it of the co-operation of the International Olympic Committee.

Organization of the work of the Conference

13. H.E. Mr. Abdallah Fadel, Minister for Youth and Sport of Algeria, was elected President of the Conference by acclamation.

14. The President expressed his gratitude for the honour bestowed upon him by the delegates and reminded the Conference of the considerable effects that the changes taking place in the modern world have on physical education and sport.

15. He hoped that the Conference would make it possible to develop broad lines for a policy of physical education and sport which would fit into the framework of life-long education, and to devise a realistic strategy for international co-operation in this field which would find practical expression in a series of recommendations.

16. After amending Article 3, the Conference adopted its Rules of Procedure.

17. The Conference then elected as Vice-Presidents: H.E. Mr. H.F. Van Aal (Belgium); H.E. Mrs. Annie Spantceva (Bulgaria); Mr. Raymond Benoît (Canada); Mr. Jorge Garcia-Bango (Cuba); H.E. Mr. Hussein Gamal Nazim (Egypt); H.E. Mr. Jean Boniface Assele (Gabon); H.E. Mr. Ellison Owusu-Fordwouh (Ghana); H.E. Mrs. Cecilene Leona Baird (Guyana); Dr. W.P. Napitupulu (Indonesia); H.E. Mr. Ali Hodjat-Kachani (Iran); H.E. Mr. Fouad Mebazaa (Tunisia); Mr. Pierre Traore Adame (Upper Volta); H.E. Mr. Sergei Pavlov (USSR); Mr. Hakija Pozderac (Yugoslavia). H.E. Mr. Pierre Mazeaud, Secretary of State for Youth and Sport (France) was elected Rapporteur-General of the Conference.

18. In accordance with the Rules of Procedure, two Commissions were set up. The Commissions respectively elected Captain Navio Anibal Carrillo (Ecuador) as Chairman of Commission I and H.E. Professor S. Nural Hasan (India) as Chairman of Commission II.

19. The President, the 14 Vice-Presidents, the Rapporteur-General and the Chairmen of Commissions I and II formed the Steering Committee.

20. The Conference then unanimously adopted its agenda (see Annex I). Consideration of items 6 and 7 was assigned to the plenary and consideration of items 8 and 9 to Commissions I and II respectively.

21. During the Conference an international display on physical education and sport was arranged to which 32 countries contributed. The display consisted of a pictorial exhibition on current programmes of physical education and sport and a book display which presented samples of literature dealing with all aspects of professional preparation, administration and other technical aspects of physical education and sport.

Items 6 and 7 of the agenda

22. All delegations welcomed the fact that the Conference had been convened at this particular moment. The timing was considered appropriate, as by that time most governments had given an important place to physical education and sport in their educational programmes. Nevertheless, additional efforts to perceive the implications of the concept of a life-long, all-embracing and democratized education and to strengthen international co-operation in this field would still appear to be necessary.

23. There is a broad consensus as to the value of physical education and sport for the harmonious development of the individual, not only from the physical but also from the intellectual, moral, aesthetic and emotional points of view. Physical education not only helps to increase bodily strength and physical skill and improves health and hygiene but it is also a general factor making for balance, a vector of ethical values, and it contributes to moral training by teaching courage, self-control, endurance, initiative, fellowship and team spirit, a social consciousness, observance of rules and sportsmanship. Physical and sports education appears vital for maintaining a physical potential threatened in many countries by the industrial environment and the constraints of modern life. It provides an irreplaceable means of achieving active relaxation and a creative use of

leisure time. It should, therefore, have its rightful place as an essential component of any education. In so far as mass education is regarded as the expression of the will to achieve democratization, physical and sports education for all is considered "a must". It prepares for the practice of sport which may be continued throughout a person's life and, at a more general level, promotes integration into society. Physical and sports education thus is considered to be a constituent part of the right to education. In a similar fashion, one may begin speaking of a right to the practice of sport.

24. The significance of these considerations and objectives has already led most States to acknowledge the importance of physical education and sport, as reflected sometimes in their Constitutions and frequently in their legislation on education, youth and sport. This acknowledgement has led generally to the establishment of a special administrative structure. In a growing number of instances, physical and sports education is compulsory, at least at the primary and secondary school levels. In most cases it is optional at the university level and generally not institutionalized at the pre-primary level. In a very large number of cases, this type of education enjoys a status equal to that of other subjects, but it was noted that, most frequently, the number of hours per week allotted to physical education was about two, and that sports activities for groups of school and university age, whether optional or compulsory, were considered still insufficient in terms of the time allocated to them. An additional shortcoming is that these activities are often the result of scattered initiatives, frequently inadequate and poorly co-ordinated with physical and sports education proper.

25. The level of recruitment and the quality of the training of physical education staff and sports instructors naturally varies considerably from one country to another and sometimes from one level of education to another. The status of this category of staff is often equal to that of other teachers with corresponding qualifications. In some countries physical education and sport staff must be qualified to assume various duties. It is apparent that, in a large number of countries urgent needs are emerging in primary education, a level at which physical education is often entrusted to non-specialized staff. The shortage is particularly noticeable in developing countries.

26. The problem of infrastructures and equipment naturally comes to mind. Seeking to make the utmost use of existing equipment is often considered to be a necessity in some countries, school sports facilities are already being made available for use by the public. Many wish that any town-planning scheme and any new school building should include facilities for physical education and sport. Recourse to solutions which are as simple and economic as possible is often advocated because of financial difficulties being experienced. In the same vein, it is deemed desirable to expand national or regional production of simplified sports equipment. The developing countries are particularly sensitive to this need since they must have frequent recourse to imports.

27. It seems vital to promote research in physical education and sport. Such research should cover the conditions and types of physical and mental development, physiology, medicine as applied to sport and nutrition, as well as educational objectives, curricula, methods and evaluation of the results obtained.

28. The concept of global, life-long and democratized education has obvious implications for the theory and the practical organization of physical and sports education. Firstly to the extent that physical and sports education necessarily forms an integral part of the educational programme provided for all, it has been necessary to adapt their content and curricula, viewing them in an interdisciplinary context along with the other components of intellectual, moral and aesthetic development, and as an overall preparation for life and for assuming responsibilities. The same considerations also lead to advocating that all concerned should participate in the democratic management of physical education from schooldays, when such participation helps prepare children for the assumption of responsibilities.

29. Secondly, if physical and sports education is to be accessible to all, efforts should be made to remove the obstacles which stand in the way of the universalization of physical education and the practice of sport, namely, excessive traditionalism of outlook and the socio-economic situation of certain groups, which prevents their taking part in sports activities unless these are provided free of charge. In addition, extensive access to physical and sports education should be provided for girls and women, for those living in the countryside or in large urban centres, for the handicapped and for the elderly. Generally speaking, universal access to physical and sports education should presuppose the diversification of curricula and methods according to the needs and capabilities of the various groups. A crucial problem which has arisen in a great many developing countries is the right to physical and sports education of the numerically very large group of children and young people not attending school.

30. Adoption of the concept of life-long education means adopting integrated policies for physical education and sport which would end, on both the theoretical and the organizational level, the discontinuity so often observed between physical and sports education in school and the practice of sport out of school. These activities should be linked both horizontally and vertically; on the theoretical plane, they should be viewed as one single entity, while in practice they should be co-ordinated not only so far as organization is concerned, but also with regard to administrative structures and financing.

31. The great question posed is how to achieve co-ordination between physical and sports education in the schools - which at various levels is mainly, or solely, the responsibility of public authorities (particularly where financing is concerned) - and the various sports activities of voluntary associations, which are usually staffed by

volunteers. In this respect it is interesting to note the efforts which have been made to link the activities for which the public authorities are responsible to those administered by voluntary associations, a process that often takes the form of a sharing out of tasks, a difficult matter to arrange. In this connexion, it should be noted that a number of sports and recreational activities are actually conducted as a result of collaboration between the educational authorities and the various sports and open-air associations whose aims are social and cultural in character (tourism, camping, conservation and leisure-time or cultural pursuits).

32. It appears desirable to establish similar links between sport for the masses and competitive sport. The practice of mass sport should in essence serve high-level competitive sport and should enable particularly talented individuals to gain access to this level. However, competitive sport should be protected against all the abuses which may discredit it, such as commercial exploitation, violence and the use of harmful substances and artificial procedures.

33. Physical and sports education, which should provide a preparation to engage freely in mass sport and should tend to turn spectators into participants, ought to pay due attention to the diverse motivations and characteristics of the various participating groups and their differing performance capabilities. With regard to motivation, it should be noted that sport, which is currently predominantly based on concepts of effort and ever greater achievement, must provide to a greater degree new aspirations for relaxation and leisure.

34. In order to make physical and sports education one of the components of modern humanism and an agent of culture, a certain number of conditions must be fulfilled. To begin with, an effort is necessary to foster public awareness of the importance of the practice of physical education and sport. In this connexion, the rôle of mass media should be mentioned. It would appear that at present these media are too inclined to glorify sport as a spectacle and it would be desirable for them to strive for a more educational rôle, in particular by illustrating the benefits of sport for all.

35. In a large number of countries the restoration of traditional sports and games would be a good thing, as these may provide a useful supplement to modern forms of sport practised uniformly in all countries.

36. As previously mentioned, the practice of physical education and sports activities could in addition be linked advantageously to a number of other activities and concerns, such as various cultural activities, open-air activities and activities to protect the environment. In this connexion, attention was drawn to the fact that sport cannot be expected to provide the solution to all society's problems. Although the practice of sport is indeed a powerful factor for improving the quality of life, it assumes its full value only in association with other elements. It is clearly essential to view sport and physical education within the framework of overall plans for economic, social and cultural development on which, in practice, they are obviously dependent. For, while sport and physical education contribute to development, they too are subject to the same constraints that affect overall growth.

37. For the reasons stated above, progress in the areas of physical education and sports activity cannot be expected unless considerable efforts are made to achieve international co-operation. This form of collaboration seems vital to all countries, especially for the developing countries which, without it, cannot hope to overcome the particularly acute difficulties they are now facing.

38. This co-operation requires not only (perhaps even chiefly) financial assistance, but also the exchange of ideas, experience and staff. It seems vital to circulate, on a wide scale, the findings and information available on achievements, experiments, methods and research, at both the regional and international levels. This may contribute in particular to the qualitative improvement of physical education. International research programmes are clearly necessary not only pertaining to physical and sports education but also in the associated fields of medicine as applied to sport, hygiene, nutrition and the preventative and curative rôles of physical education and sport. Co-operation at the sub-regional, regional and international levels in the field of training sports teachers and instructors at various levels, the exchange of specialists, and the provision of study grants, should receive priority.

39. It also seems necessary to organize, at the sub-regional and regional levels, the construction of facilities and the manufacture of equipment and teaching aids which at present are imported by many countries at great expense.

40. Sports contests are tending to become more and more expensive. Their cost could be lowered if a larger number of regional contests were organized. Generally speaking, it is desirable to improve international co-operation with regard to physical education and sport, and here Unesco can make a particularly important contribution, particularly in connexion with the exchange of all kinds of information. It was thought desirable to set up an intergovernmental committee which would help Unesco to consolidate and co-ordinate activities undertaken in this field. One of its tasks could be to work for the implementation of the recommendations of the present Conference which could be followed periodically by other conferences, either with general terms of reference or to deal with more specialized topics.

41. International co-operation, thus strengthened and enhanced, in fact corresponds, in the field of physical education and sport, to the concept of a new international, economic, social and cultural order.

Closure of the Conference

42. The Conference, meeting in plenary for the closing session on Saturday, 10 April, received and took note of the reports of the two

Commissions which were presented by their Rapporteurs. The Rapporteur-General's report was unanimously adopted by the Conference. The recommendations adopted by the two Commissions were submitted to the Conference and adopted. The draft recommendations of the plenary were also adopted by acclamation.

43. H. E. Professor S. Nural Hasan, Minister for Education of India, addressed the Conference. He paid tribute to the co-operative efforts of the delegations and to the leadership of the President of the Conference, H. E. Mr. Abdallah Fadel. He also congratulated the Director-General on his initiative in convening the Conference and on its organization.

44. H. E. Mrs. Cecilene Baird, Minister of Education of Guyana, paid tribute to Unesco for organizing the first ministerial Conference of this nature. She expressed the view that proposals of the Conference went further than expanding the rôle and function of physical education and sport, and established "physical education and sport as a significant factor in improving the quality of life". Stressing that the Conference represented only the first phase of the action initiated by Unesco, the Minister urged the participants to ensure that the recommendations of the Conference be implemented in keeping with the particular circumstances of their respective countries.

45. The Head of the Moroccan delegation, Dr. Mohamed Tahiri Jouti, expressed his pleasure with the adoption of the recommendation to create an international fund for the development of physical education and sport for the developing nations. He commented that this fund will need the support of many Member States and announed that His Majesty King Hassan II of Morocco had pledged US $50,000 as the first voluntary contribution towards the institution of the fund.

46. In his closing speech (see Annex III), the Director-General thanked the President and the other officers of the Steering Committee for their effective leadership and the participants for their warm support to the initiative of Unesco, which was evidenced by the large number and high quality of delegations attending the Conference. He noted with satisfaction the general agreement reached on a core of ideas which recognized physical education and sport as a factor of harmonious development of the individual and as a field widely open for international co-operation in the context of a new international order. He welcomed the suggestions concerning such co-operation aimed at endogenous development. He noted the commitment of governments to assume the responsibility in the field of sport along with non-governmental organizations and to create an international body within the framework of Unesco. He welcomed the recommendation to set up an international fund and paid tribute to the generous contribution pledged by His Majesty the King of Morocco. He recalled the consensus reached to consider physical education and sport as preparation for the mass practice of sport and stressed that the Conference was a starting point. He expressed the hope that the spirit of international co-operation shown by delegates throughout the Conference would be manifested on future occasions.

47. Emphasizing that the First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport in the Education of Youth will prove a milestone in the history of physical education and sport, the President, H. E. Mr. Abdallah Fadel, briefly summarized the accomplishments of the Conference in his closing address (see Annex III). He noted that the fruitful exchange of ideas and experiences and the results of productive discussion reflected the extent of the maturation process that physical education and sport have undergone in the last 25 years. The President recalled the general consensus of the Conference on a number of significant ideas and issues: the recognition of physical education and sport as an integral part of the harmonious development of the individual and the right of everyone to the practice of physical education and sport, irrespective of sex or age: the balance and complementarity to be achieved between physical education and sport; the integration of policies for physical education and sport into overall development policies; the need for international co-operation in the field of physical education and sport; the identification of specific steps to be taken by Unesco, such as the preparation of an international charter for physical education and sport and the setting up of a permanent international body within Unesco; the need to define the relationship between public authorities and non-governmental organizations. He welcomed the concept of a new international sporting order outlined during the Conference.

48. The Conference authorized the Director-General to publish its report, entrusting to the Secretariat the responsibility of such editing as may be needed, and to circulate it to the Member States of Unesco, the United Nations and the Specialized Agencies, as well as to the international intergovernmental and non-governmental organizations concerned.

REPORT OF COMMISSION I (item 8)

49. Commission I held four meetings on 8, 9 and 10 April 1976 to examine item 8: "Strategies to be developed and steps to be taken at the national level for the promotion of physical education and sport" and to adopt its report and recommendations.

50. The President of the Commission was elected at the plenary session and the Vice-Presidents and Rapporteur at the beginning of the Commission. The Commission's Bureau consisted of: President: Captain Navio Anibal Carrillo (Ecuador); Vice-Presidents: Mr. H.O. Sembuche (United Republic of Tanzania), Mr. Rikard Frederiksen (Denmark), Dr. Emil Ghibu (Romania), Mr. Mohammed Bizen (Syria); Rapporteur: Mr. Simon A. McNeely (United States of America). During the session 29 delegations intervened and the report reflects their contributions.

51. The Commission reiterated the belief, expressed by almost every speaker at both the plenary and Commission sessions, that physical education and sport are essential components of modern education - a right of each child and youth. It recognized the efforts that most nations are now making to strengthen programmes of physical education and sport in schools and also to expand the opportunities for participation during out-of-school hours.

52. The Commission recognized that varying patterns of organization for physical education and sport exist among the Member States - from a centralized ministry of education having direct responsibility for school curricula and personnel to a pattern where the major responsibility for education rests with subsidiary units of government. The Commission therefore stressed the idea that each State would need to consider and implement the recommendations of this Conference within the context of its own governmental structures and social, cultural, economic, geographic and political conditions.

53. The Commission bore in mind that ideas and practices, successful in one State, would need to be carefully studied and analysed by another State before being adopted or adapted. It was felt that the developing countries especially would wish to follow this practice when considering models from other sources.

54. The Commission felt that Unesco can play a significant rôle in the promotion of physical education and sport in the education of youth on a world-wide stage. Among the possible services that Unesco should consider providing are:

(a) the promotion of intergovernmental co-operation among nations;

(b) the fostering of the exchange of expertise among nations with a particular focus on improving opportunities and programmes for professional preparation of teachers and other personnel;

(c) the organization of regional meetings, seminars and workshops, where appropriate, on specific aspects of physical education and sport;

(d) the collection, development and publication of papers and other documents concerning the science and methodology of teaching, sports skill instruction and other forms of programme improvement as well as the provision of space in periodicals and publications on other subjects, where appropriate, to impart such information.

55. The Commission devoted considerable attention to the economic aspects of physical education and sport. Among the ideas examined in this connexion were the following:

(a) the encouragement and assistance to Member States to develop and promote low-cost sports for mass participation; this is especially necessary in certain heavily populated areas. Mention was made regarding the value of featuring traditional games and dances in programme development;

(b) the stimulation of international co-operation in reducing costs of sporting goods through such means as developing manufacturing plans in regional areas, seeking reductions in tariffs and obtaining subsidies; similar efforts should be explored to lower the cost of transportation for sportsmen;

(c) urging the Member States to assign high priority of physical education and sport programmes, especially in schools, in the use of national resources.

56. Specific attention was given by the

Commission to the extension of physical education and sport to a life-long age span. A great deal of interest was shown in the provisions for children of pre-school age (3-6) that were reported by several delegations. Further study and research on the needs and appropriate activities for young children were advocated. Other target groups that were mentioned included young people enrolled in apprenticeships and vocational training, the handicapped, persons who perform heavy labour, people in rural areas and older persons. A subordinate concern related to the problem of providing outdoor education and various natural sports (i.e. sports activities which need an element of nature) is full development and multi-faceted opportunities for persons who live in metropolitan areas.

57. The problem of encouraging continuing participation by persons during out-of-school hours was the subject of an interesting, open discussion. The drop-off in participation by adults after the school years was noted. Extemporaneous statements by many delegates may be summarized as follows:

(a) part of the problem is related to the quality of the school programme; efforts must be directed towards making the curriculum relevant and interesting and toward individualizing instruction, thus providing motivation to continue an active life;

(b) the concept of physical recreation rather than a narrow view of sports and physical education should guide the efforts to promote participation. That is, a gamut of activities, e.g. dance, jogging, hiking, etc., as well as the traditional sports, should be included. The idea of several forms of competition was expounded, e.g. man versus man, man versus nature, man versus self. There exists also the concept of recreation at times when the element of competition is minimal;

(c) the selectivity of sports competition carried to high levels of skill may also be a factor. Programmes should provide for increasing levels of sports competition while still meeting the needs of, and encouraging maximum participation by, those who are not endowed with superior motor skill;

(d) physical education and sport must be considered the right and privilege of all and not of favoured groups. Both national and international activities should be guided by this principle;

(e) instruction in healthful living and the health aspects of exercise and recreation should be given in school programmes.

58. Two overriding concerns were manifested throughout the Commission's discussions. One emphasized the necessity of upgrading the preparation of teachers, coaches, specialists and administrators. Various international exchange schemes, several of which have been mentioned, were put forward. Further, consideration was given to the need for trained volunteers to augment the work of professional personnel. The second overriding concern had to do with the need for continuing research and evaluation.

59. The Commission considered additional activities and responsibilities that might be recommended to Unesco in further promotion of physical education and sport. Among these are that:

(a) a Unesco Charter on Physical Education and Sport for Youth be developed and disseminated. Member States should use this Charter in appropriate ways to support their own programmes;

(b) Unesco declare an observance of Physical Education and Sport Month (Week) in which the Member States would join;

(c) Unesco provide co-ordinative and clearing-house services in physical education and sport. Member States should be encouraged to establish a (or reinforce an existing) clearing house or centre;

(d) Unesco consider the advisability of establishing an institute for the training of personnel, or otherwise providing technical assistance to professional reparative institutions of Member States;

(e) Unesco consider establishing a permanent committee on physical education and sport.

REPORT OF COMMISSION II (item 9)

60. Commission II held four meetings on 8, 9 and 10 April 1976, the last being devoted to adoption of its report and recommendations. The Commission had before it item 9 of the agenda: "International co-operation for the promotion of physical education and sport". At its first meeting it elected its Vice-Chairmen and its Rapporteur. The Bureau consisted of: Chairman: H.E. Professor S. Nurul Hasan (India); Vice-Chairmen: Mr. Kaveli Kivisö (Finland), Mr. Silva Graca (Portugal), Mr. Justo Castellano Diaz (Domican Republic), Mr. Mading de Garang (Sudan); Rapporteur: Mr. Felix Tonye Mbog (United Republic of Cameroon). The following ideas emerged in the course of discussion:

61. Since it represents a universal language, sport is an ideal area for international co-operation and can serve to strengthen understanding between individuals and peoples. It may indeed even be recognized that international co-operation in physical education and sport has a twofold objective, namely to promote their progress and to contribute to international understanding and to rapprochement between nations.

62. International co-operation at present covers a considerable range of activities, some of which are carried out in a multilateral framework while others are conducted on a bilateral basis. These activities take the form of either intellectual exchanges, exchanges of persons or financial assistance. Mention may be made here of a whole series of meetings, conferences and games, both international and regional, of exchanges of students, teachers, organizational personnel and technicians

and of the various services provided for the purpose of developing and installing facilities, assistance in regard to equipment, collaboration in research, circulation of information and publications, and so forth. These exchanges are governed by numerous agreements covering what are sometimes very large numbers of people and a great many major activities.

63. It is evident, however, that the very conception of international co-operation and the forms it takes are in many respects unsatisfactory. The assistance provided is often ill-adapted to the needs of the countries concerned, and indeed what is involved is usually assistance rather than co-operation on an equal footing. The procedures and, in particular, conditions of admission for training abroad are complicated. More generally speaking, many countries are virtually excluded from participation in international sport owing to the wide range of events and the financial burden they would have to bear in order to be represented at what are often very distant meetings or if they had to train national teams. They lack the necessary facilities and organizational personnel for the latter. The contributions which the poorest countries have to pay for their affiliation with certain international organizations are as high as those asked of the rich countries. Furthermore, the developing countries are often not represented equitably within the governing bodies of international sports associations and organizations. Such representation should be based on equality between countries, and for this purpose it seems necessary to revise the statutes of certain organizations. Several delegations, however, acknowledged and appreciated the important contributions made by international and national non-governmental organizations in the field of sport-for-all within the context of life-long education.

64. In other words, international co-operation in physical education and sport - where such co-operation seems prima facie natural, and indeed indispensable for all countries - is absolutely vital for the developing countries, but the way it functions does not enable them to participate fully. Yet in their case the purpose of such co-operation is to help them to catch up with the industrialized countries in the area of physical education and sport. But this implies that such co-operation should be based on mutual diversified exchanges suited to their needs and directed towards the promotion of endogenous forms of sport and physical education. In the case of developing countries, it seems that regional co-operation has a particularly important part to play in common with sub-regional co-operation, in view of the very similar conditions existing in countries that are close geographically and often culturally. Regional meetings and the establishment of sub-regional or regional institutions for training instructors and other sports leaders or the production of equipment and materials seem likely to allow considerable savings. A further view expressed by some was that consideration ought to be given to establishing an international foundation responsible for gathering the necessary funds to develop physical education and sport.

65. The moment seems to have arrived to consider and strengthen international co-operation for promoting physical education and sport. Thanks to the new light in which it has approached the problems and thanks as well to the very fruitful exchanges which it engendered, this Conference should form a starting point with a view to establishing a new international sports order. It is important therefore that its recommendations be followed by results and also that it be the first of a series of world-wide conferences taking place at regular intervals and supplemented by regional meetings. Unesco has a special responsibility with regard to the organization of such conferences. More generally, it has a major rôle to play with respect to international co-operation, not only in the sphere of sport, but even more in that of physical education. A whole series of activities was mentioned in this respect concerning the exchange of information on the structures, curricula and methods of physical and sports education and research and on the promotion of research in this and allied fields. One can envisage Unesco undertaking the preparation of lists of works and studies devoted to physical education, as well as films, either scientific or for general public consumption, devoted to physical education and sport. More generally, the rôle which Unesco could play as a centre for the exchange of information, which would also undertake the publication of studies on physical education and sport, would meet the wishes of a great many. Unesco might also increase its activities in the matter of the initial and further training of coaches and organizational personnel, either in situ or abroad, especially at the highly specialized level, and might take a more active part in facilitating exchanges of persons. The hope was expressed that Unesco might undertake the drafting of an International Charter of Sport whose provisions Member States would be invited to implement, and which would organize every year a Physical Education and Sport Month.

66. Such activities imply the existence of a permanent structure in this field inside the Secretariat and require at the same time an increase in the resources devoted to physical education and sport in Unesco's programme. On the other hand, it will be the responsibility of the General Conference of Unesco to create a permanent intergovernmental body which could have as its functions not only the follow-up of the recommendations of the present Conference and of those which succeed it but also to constitute, on a permanent basis, a framework for reflection and dialogue and to draw up a programme of activities in the field of physical education and sport which would be integrated into Unesco's programme. This body would constitute a privileged interlocutor for the various intergovernmental organizations. Some, however, stress that for purposes of co-ordination in this field full use should be made of already existing international organizations. Nobody disputes the fact that the promotion of physical education and sport along the new lines defined by the Conference requires the strengthening of international co-operation and renewal both of its spirit and of its procedures, or denies that more stringent

co-ordination of the various activities is indispensable. It seems certain that the organization of such co-ordination must be guided by the concern for economizing all too limited resources and that a more realistic view must be taken of the needs and means of the various partners so that all may be able to participate on a basis of equality and mutual respect in the world of sports and in competitions in which men and nations should only compete and measure themselves against each other with the idea of respecting, getting closer to and understanding each other better.

III. RECOMMENDATIONS

Physical education and sport and the dignity of man

Recommendation No. 1

The Conference,

Mindful of the rôle incumbent on physical education and sport in the education of youth,

Recognizing the prime importance that should be attached to such activities in national programmes for education and recreation for the people,

Realizing that to preserve and develop man's highest physical and social faculties is one of the main prerequisites for the creation of a better quality of life at the national and the international levels,

Believing that physical education and sport should make a more effective contribution to the inculcating of fundamental human values as a factor in the full development of peoples,

Believing therefore that physical education and sport should promote disinterested emulation, solidarity and full respect for the integrity and dignity of man,

Recommends:

(i) that, in order to fulfil the educational purposes of physical education and sport, national plans should be aimed at checking and eliminating the commercial tendencies which, largely fostered by professionalism in sport, hinder the wide development of sport and turning those who practise it into a type of merchandise;

(ii) that, in order to ensure that physical education and sport really contribute to international solidarity and that all countries can participate in them without any barriers, the traditionally recognized principles which proscribe racial, political and economic discrimination and which are at present being attacked by the forces of racialism and fascism should be confirmed.

Strategies to be developed and steps to be taken at the national level for the promotion of physical education and sport

Recommendation No. 2

The Conference,

Recognizing that the development of physical education and sport should form an essential part of the educational planning of Member States and conform to an educational criterion adapted to the interests and needs of different ages, from pre-school years to the university, as well as to those of life-long education, for the overall training of the individual and his full participation in society,

Recommends that Member States establish coherent national policies for the development of programmes and activities in physical education and sport, both in school and out of school, the objectives of which should be:

(a) to encourage the provision of integral training for children, young people and adults in the context of life-long education;

(b) to promote the development of training schools for physical education instructors, trainers and sports technicians of a calibre corresponding to the educational development possibilities and needs of each country;

(c) to stimulate the general public in each country to take an active part in supporting and carrying out national plans by promoting the greatest possible co-operation between the bodies and organizations that make up the structure of the State and society;

(d) to develop and increase the space and facilities used for physical education and sport by schools and out-of-school programmes and to promote optimum use of existing spaces and facilities as well as of human resources and equipment;

(e) to foster the educational activities of mass media and of national machinery for guidance and publicity in order to bring about generalized, active and systematic participation in the practice of physical education and sport;

Recommends that Member States recognize that the benefits of physical education and sport are the right of all people and especially children and youth, and that therefore:

(a) physical education and sport must be closely linked and formed as an integral part of the educational curricula and included in the country's legislation with that of the educational system of the country;

(b) programmes of physical education and sport should be provided also for persons who have special needs, including children who are not enrolled in school; the physically, mentally and otherwise handicapped; young workers, apprentices, and workers engaged in heavy or unhealthful labour;

(c) due provision should be made in national programmes in the need for growing participation by girls and women in physical education and sport. Specific provision for increasing coeducational activity and specialized training needs to be considered if women are to play an equal rôle through greater participation, in all the nations of the world;

(d) measures should be taken to promote the practice of "sport for all", starting in school, in order to introduce the widespread practice of sport throughout life;

Recommends that Member States should ensure that broad and diversified programmes of physical education and sport are provided and therefore should:

(a) take into consideration the complementary nature of competitive sport aimed at excellence and high achievement on the one hand and broad-based mass physical and sport programmes on the other, in the planning of national programmes;

(b) encourage the development of indigenous and traditional forms of sport and physical education;

Recommends that Member States recognize that an adequate supply of competent personnel is necessary and therefore:

(a) governments should establish physical education institutions for the training of qualified personnel for the development of physical education and sport;

(b) teachers of physical education and sport should have the same professional status, remuneration and prestige as other teachers who have similar responsibilities and equivalent qualifications. Where necessary, action should be taken to assure that these conditions are accomplished;

(c) governments should ensure sufficient remuneration of teachers of physical education and sport to avoid the loss of teachers who give up their teaching profession to find more lucrative posts outside their field;

(d) the establishment of regional institutes should be considered on the basis of geographical and cultural groupings for physical education and sport teachers, coaches, administrators, supervisors and other educators concerned with physical education;

(e) curricula for teacher educators concerned with physical education and sport, should reflect the meaning of physical education activity in terms of the intellectual, psychological and moral development of human beings at various stages of development;

(f) programmes of professional preparation should provide experiences which would:

(i) offer opprtunities to identify and consider the intellectual, psychological and moral aspects of behaviours fostered by physical education and sport;

(ii) inculcate in trainees a sense of responsibility for fostering desirable behaviour patterns ensuring that such behaviour coincide with national aspirations;

(iii) offer opportunities to relate physical education and sport to other subject areas, e.g. science, social studies (geography), creative arts (music, dance, drama);

Recommends that Member States recognize that programmes of physical education and sport require adequate financing and therefore that:

(a) national plans for physical education and sport should provide for the maximum use of facilities by pupils and students during school hours, as well as by sports clubs and the general public;

(b) governments or appropriate national, regional, or local organizations should provide adequate, financial support to meet the needs for infrastructure such as sports fields, sport materials, etc.;

(c) diverse mass media should be utilized to promote awareness of the importance of physical education and sport and to realize a high priority for these programmes in the use of national resources;

Recommends that Member States take into consideration that the efforts to strengthen programmes of physical education and sport must be made within the context of existing social, economic, cultural and political conditions, and therefore appropriate measures should be taken in connexion with social problems which threaten the young generation of today and which are inimical to the objectives of physical education and sport;

Recommends that Member States take into consideration:

that in all countries, and especially in developing countries, all available energies and forces should be used to promote progress and the general well-being of the community, and that in many countries, students are successfully carrying out activities of value to the community, for example, in the sphere of public works, housing, public health and education, which provide helpful training, and therefore:

(a) consideration should be given to the involvement of students in work which contributes both to physical education and to social development;

(b) studies should be carried out on work in agriculture, the public works sector, building and town-planning with a view to classifying the different types of work from the point of view of useful physical exercise and the acquisition of a knowledge of social problems which may assist in their solution;

(c) the possibility of introducing certain productive or socially-oriented recreational activities, based on the study and classification of such types of work, should be investigated;

(d) the possibility of organizing student labour for the building of sports fields, swimming pools and stadia should be studied, with a view to getting students interested in such work and to securing its completion more economically.

Recommendation No. 3

The Conference,

Having observed:

that, despite national differences in national sport structures due to the diversity of ideological and cultural patterns and to the disparity of development levels, it is clearly apparent that the functions of physical education and sport are not confined to a narrowly physical context but help to promote the diversified, complete and harmonious development of the human being,

that this objective cannot be attained unless physical education and sport are assigned a place comparable in significance to what are termed the intellectual disciplines,

that in the context of life-long education and the practice of sport beyond the age of compulsory schooling, it is important to give the child both a good background of general physical education and a liking for some particular sport to be practised as a matter of choice,

Having observed:

that this objective calls at the same time for the practice of physical education and sport both in school and out of school, that, while physical education and sport at school remains primarily the responsibility of the national or local public authorities, optional sport can usually be practised within clubs or associations,

1. Declares solemnly that the practice of physical activities and sport is a fundamental element of culture and, as such, constitutes a national and international obligation;

2. Declares that the public authorities should assume responsibility for such activities, with the assistance of private individuals;

3. Recommends that physical education and sport for young people be pursued jointly both in school and out of school;

4. Considers that the above objective can be attained if, in particular, use is made of facilities common to all age groups and better collaboration is established between the staff responsible for sport in formal and out-of-school education;

5. Recommends that legislative and regulatory measures be taken at the national level to the above ends.

Recommendation No. 4

The Conference,

Considering that, at a time of profound changes in the life of contemporary society, it is altogether noteworthy that Unesco should have chosen to place before the Conference one of the fundamental features of the all-round education of the individual, namely, his physical training,

Considering also that the roots of physical education and sport should be enriched by the appreciation of the natural environment so that exposure to physical hardship and challenge of the environment through communion with nature leads to a respect for and conservation and utilization of the resources and gifts of the planet for the greatest benefit of mankind as a whole,

Considering further that physical education and development should be combined wherever possible with music, dancing and other art forms which would enrich the culture and encourage among the young people its proper appreciation while fostering the development of the body,

Recommends to Member States that they set the following objectives for physical education and sport, and that they take account of the following new trends, with a view to co-ordination:

the introduction of young people to the practice of various sports activities, as a means of increasing their capacity for social integration, and also in order to bring about a functional unity of physical education, sport for all and competitive sport;

the formative value of physical education in schools in the context of life-long education, with the specification that one of its fundamental aims is to foster in pupils the habit of practising physical exercises and sports for training, compensatory, corrective, recreational or competitive purposes both at school and in later life;

in accordance with existing material conditions, pupils' choices and sporting traditions, teachers are in a position to select the most effective procedures;

open-air sporting activities which are primarily concerned to introduce pupils to applied sports, such as athletics, skiing, swimming, skating and rowing, prolong the time which they spend in a natural environment, strengthen their bodies, and accustom them to living for part of the day surrounded by nature;

the development of young people's ability to organize their sports education themselves;

Recommends to Member States that, in order to supplement the time-tables laid down by educational curricula, they adopt the following measures to promote physical education:

eight to ten minutes of gymnastics in the time-table for every school day;

early morning gymnastics in boarding schools;

five to six minutes of compensatory gymnastics;

insertion of sporting activities in the time-table;

in every school, a unit in charge of mass sporting activities.

Recommends to Member States that, as a means of scientific control, they introduce tests to check and assess the physical and sports training of pupils and students.

Since sporting events have a wide audience among young people, they are a powerful means of propaganda, attracting young people to health-giving activities. Professional sport and competitions constitute a laboratory for the training and physical and moral improvement of young people, provide a schooling in willpower, honesty, courage and perseverance and are a means of spreading knowledge and strengthening the bonds of friendship among young people in all the countries of the world.

Recommends:

that Unesco should assist the member countries in devising programmes of physical education and sport as an integral part of school and non-formal education taking into account the leisure time that can be made available, the availability of training and other material facilities, as also nutritional standards of the people, especially in the developing countries;

that the Director-General may sponsor programmes of study and research so as to define the rôle of physical education and sport in the development of human personality and as an aspect of life-long education and to suggest to Member States programmes that may be undertaken for the purpose. These studies may also help to bring out the complementary nature of competitive sport and broad-based mass physical and sports activities in planning national and international programmes.

International co-operation in the field of physical education and sport

I

Recommendation No. 5

Establishment of a permanent intergovernmental body

The Conference,

Considering that:

sport can be a propitious factor for the promotion of international understanding and the establishment of harmonious relations between peoples and is conducive to the maintenance of peace,

collaboration between governments has so far been on a modest scale and, in multilateral co-operation programmes, only a minor place is allotted to physical education and sport,

satisfactory international co-operation must involve exchanges of information, experts, teachers, trainers, managers and administrators,

financial assistance is essential if the above objectives are to be attained,

international co-operation should meet the needs expressed by the countries concerned and be adapted to the diversity of local conditions,

Considering that the quality and meaning of physical education as a force contributing to economic and social development of countries should be enhanced,

Recommends that:

co-operation in the field of physical education and sport should above all promote endogenous development and should be carried on both between industrialized and developing countries, and between countries having reached the same stage of development;

since Unesco provides the most appropriate framework for such multilateral co-operation, the means for conducting its programme in the field of physical education and sport should be increased;

as Unesco is the most appropriate body to reconcile the points of view of non-governmental organizations and the public authorities, it should take steps to review the rôle of governmental and non-governmental organizations vis-à-vis the theme of this Conference;

preparation of a programme for the development of physical education and sport be initiated under the aupsices of Unesco and closely integrated with Unesco's general programme, designed to provide for the organization of international co-operation with regard to the training of staff, sports facilities, and scientific and educational research applied to the problems of physical education and sport;

the co-ordination of its activities be established with those of various international continental or regional organizations whose purpose is to promote and develop physical education and sport with a view to bridging the gaps which exist between developing and industrialized countries;

the General Conference of Unesco should provide at its next session for the periodic convening of a Conference of Ministers and Senior Officials Responsible for Physical Education and Sport and should decide to set up a permanent intergovernmental body;

Recommends that Member States establish Regional Councils with a view to making the regions and sub-regions the framework for such co-operation:

(a) to examine the state of physical education in regions and to make recommendations for the development of physical education activity in keeping with national and regional policies;

(b) to identify facilities and personnel within a region with the intention of utilizing services;

(c) to organize research on the state of teaching in relation to physical education and sport, and use such information to develop curricula (content, teaching approaches, equipment and evaluative procedures) which have the potential to achieve observed or stated national objectives including those relating to human development;

(d) to identify opportunities for active participation of the working adult in sport, and make recommendations for institutionalizing such participation.

II

Recommendation No. 6

The Conference,

Considering that physical education and sport can make a major contribution to international efforts by States to further peace, mutual understanding, co-operation and the development of friendly relations,

Bearing in mind the fact that the First International Conference of Ministers and Senior Officials Responsible for Sport has afforded an excellent opportunity to exchange information on the experience acquired by various countries throughout the world in the course of the development of physical education and sport as part of life-long training and education,

Recognizing the usefulness of organizing international conferences at Unesco on current questions of the development of physical culture,

Recommends to Unesco:

(a) that it consider the possibility of organizing regular meetings bringing together the ministers and senior officials responsible for physical education and sport of Member States, to be organized in the form of international and regional conferences;

(b) that the periodicity of such future meetings be examined and recommendations thereon be made to the next session of the General Conference of Unesco;

Recommends that the second international conference assess the follow-up action taken on the recommendations of the first conference and of previous meetings.

III

Recommendation No. 7

The Conference,

Considering that the widespread efforts to develop physical education and sport are giving rise to sometimes unjustified moves to establish new international organizations and associations and that this may make it more difficult to ensure the even, regulated and programmed development of physical education and sport,

Considering the need to harmonize all the bodies active in the sphere of physical education and sport, at both the national and the international levels,

Being of the opinion that the broad international discussion aimed at gaining recognition for physical education and sport as a field in which social and international effort may be integrated into the process of general education is reflected increasingly in the activity of the ICSPE and the FIEP, of the General Assembly of the National Olympic Committees and of other international organizations, in the scale of participation in congresses and conferences on science and in the considerable exchange of experience among specialists, etc.,

Recording with satisfaction the more realistic approach adopted by the IOC both to the concept of international sport and to its management,

Whilst appreciating at its true value the important contribution made by international and national federations to the development of physical education and sport throughout the world,

Convinced nevertheless that, in the ultimate, governments have a pre-eminent rôle to play in any national and international programmes for the development of sport and physical education,

Expresses the wish that these organizations may resolve to make their structures genuinely democratic and to ensure fair representation of all the continents within these structures;

Recommends

that on the basis of accumulated experience and ongoing efforts, Unesco take a greater and fuller rôle as propagator of physical education and sport; where necessary consulting specialist agencies;

that the International Olympic Committee and the international federations show their realism and efficiency in devising close working relations with the government authorities of Member States with a view to unreserved co-operation and concertation with them;

that congresses, conferences, symposia and other meetings currently organized with Unesco's assistance at the international level take account of the need to acquaint young people throughout the world with the most up-to-date forms and content of physical education and sport.

IV

Recommendation No. 8

International fund for the development of physical education and sport

The Conference,

Convinced of the importance of physical education and sport as an essential component of the harmonious development of the personality, as a factor in social progress, and in short, as a fundamental element of educational systems,

Considering that there exists a great need for co-operation in this field for the international community in general, and for the developing countries in particular, and that the latter should assist each other to obtain everything they require to provide for the all-round life-long education of their young people,

Convinced that no organization other than Unesco is empowered to assume such a responsibility,

Recommends:

that Unesco give an even more prominent place to physical education and sport in its future activities and create the necessary conditions for integrating these into broader aspects of education, inter alia, by setting up an international fund for the development of physical education and sport;

that Unesco in consultation with relevant voluntary agencies take appropriate measures and develop methods of organization which will be well adapted to the complexity and growing importance of physical training and sport in the life of individuals and peoples, and that it draw up a programme of work for the promotion and development of physical education and sport as an integral part of harmonious life-long training and education;

and to these ends:

that financial resources be earmarked by Unesco for the popularization of physical education and sport for young people and more substantial funds be allocated than hitherto;

that Unesco examine the possibility of setting up within the Organization a permanent unit or body to be especially concerned with physical education and sport, which shall be accorded the same attention as the Organization's other fields of competence, the essential rôle of this body being to establish and co-ordinate horizontal international co-operation among Member States;

that the main tasks of this unit include the multilateral communication of information concerning the structures and functioning of national services dealing with sport, as well as documentation on scientific work and studies in the field of sport, with particular reference to the health of those who go in for sport; and

that Unesco expand services to identify, upon request, facilities for training personnel in keeping with needs for teachers, coaches, administrators, supervisors and other educators concerned with physical education as a significant component of educational systems.

Studies and exchange of information and documentation

V

Recommendation No. 9

The Conference,

Considering that physical education and sport can make a major contribution to international efforts by States to further peace, mutual understanding, co-operation and the development of friendly relations,

Bearing in mind the fact that the First International Conference of Ministers and Senior Officials Responsible for Sport has afforded an excellent opportunity to exchange information on the experience acquired by various countries throughout the world in the course of the development of physical education and sport as part of life-long training and education,

Considering that Unesco publishes and distributes numerous documents on a variety of subjects which are influential. Many such documents can appropriately carry the messages and the urgings highlighted by this Conference,

Considering also that the development of physical education and sport has been established in many regional and world events and has stimulated efforts of a scientific, technical and educational nature reflected in contemporary literature and documents - all of which confirm the significance of such activities in the many-sided training of the individual and in the quality of life of peoples,

Recommends:

that, in conformity with the spirit of international co-operation developed in international scientific and cultural conferences, international educational and scientific co-operation be developed in the field of physical education and sport as part of life-long training and education;

that the official publication of the Organization, "The Unesco Courier", provide due coverage of the valuable experience accumulated throughout the world in connexion with the contribution of man's physical education to the moral, all-round and harmonious development of the personality. A matter of considerable importance here is the pooling of experience in scientific and medical research in the field of physical education with due regard for climatic, social, national and other features;

that a special bulletin entirely devoted to the many and various problems of the physical education of young people should be published, with the first issue consisting of material from this Conference;

that the Unesco Secretariat consider publishing supplementary documents relating to this Conference. For example, a publication that features art and artefacts that use physical education or sports motifs and themes, or that treats the influences of physical education and sport in historic, cultural, and social developments;

that studies be carried out so as to enable the United Nations Educational, Scientific and Cultural Organization to play a major rôle in the development of sport for the education of children and young people and promote the organization of sports activities for school and youth on an international scale;

that information material be published in the fields of science, technology and education as applied to physical education and sport, and space devoted in other publications of the Organization so that such material would be brought to the attention of teachers, graduate technicians and students in schools specializing in physical education and sport, particularly in the developing countries;

that Member States use such publications and documents as may be prepared by Unesco to enhance their efforts to improve opportunities for youth and to help its citizens understand and appreciate the contributions of physical education and sport to their intellectual, cultural and aesthetic interests;

that Member States be urged to take full advantage of the thrust provided by Unesco to disseminate the findings and to implement the recommendations in all appropriate ways. Since the opportunity and the privilege of participating were provided to only a small number of delegates from each nation, one of the most important undertakings will undoubtedly be to communicate the inspiration and information we have gained to as many of our countrymen as possible and to involve them in a renewed effort to provide high quality programmes for all of our children and youth;

that the clearing houses or centres provide information, expertise and assistance to such units in other countries and otherwise facilitate such interchanges both directly and through Unesco;

the feasibility of setting up a documentation and information centre on physical education and sport within Unesco should be studied. This centre would collect and process indispensable and selected information concerning physical education and sport for young people and workers, information sent by different countries and by the organizers of congresses, conferences, symposia and other international consultations;

that Member States be urged to establish (or to reinforce, if one is already established) a clearing house or centre for the exchange of information and the promotion of co-operation among the relevant agencies, organizations and individuals. Such a centre may be organized in a manner appropriate to the particular nation. The centre should provide services for advocacy of sound programmes of physical education and sport and for the implementation of procedures that will influence the development of such programmes.

International charter of physical education and sport

VI

Recommendation No. 10

The Conference,

Considering that the essentials of high quality programmes of physical education and sport include: adequate time in the school curriculum; additional opportunities for participation during out-of-school hours; broad and varied programmes of instruction and supplementary participation, adapted to the needs, interests and maturity of the individuals and to the prevailing social, climatic and other conditions of different areas; adequate and competent teachers, instructors, coaches and administrators; facilities and equipment, available and sufficient to meet the needs of optimum participation; access to up-to-date scientific information and professional expertise; evaluation and research activities to assure continual programme improvement; and information, materials and interpretation facilities to promote public interest, understanding and support,

Recommends that Unesco develop and promulgate an international declaration, recommendation or charter on physical education and sport proclaiming the right of everyone to high quality programmes in this domain and spelling out such essentials as those referred to above, urging Member States to give high priority in the use of their national resources to the provision of suitable programmes, and calling for international efforts to assist children and youth of the world;

Recommends further that Member States use the Unesco declaration, recommendation or charter on physical education and sport in appropriate ways to assist and lend prestige to their efforts to strengthen their programmes;

Invites the Director-General, in co-operation with the governments of Member States, to take the steps necessary to promote the implementation of the declaration, recommendation or charter.

Guidelines for international sporting events

VII

Recommendation No. 11

The Conference,

Believing that physical education and sport have an important rôle to play in promoting international understanding and friendship,

Considering that this friendship can be based on a firm foundation only if ALL nations, irrespective of their financial resources, can freely participate in international sporting events,

Noting that in recent years organized international competitive sport, due to its excessive cost and sophistication, is getting out of reach for many nations of the world and that this creates an adverse effect in many countries by negating the movement for the building up of mass physical education and sports activities as an essential part of education,

Reaffirming the basic objectives of the Olympic Charter which are:

(a) "creating international respect and goodwill and thus helping to construct a better and more peaceful world",

(b) "unite Olympic competitors of all nations in fair and equal competition",

(c) "no discrimination in them is allowed against any country or person on grounds of race, religion or politics",

Invites the Director-General of Unesco to appoint a committee to draft the guidelines of international sporting events, including competitive sports, which may be considered by the nineteenth session of the General Conference of Unesco.

Provisions for the participation of girls and women in physical education and sport

Recommendation No. 12

The Conference,

Considering the crucial rôle which should be played by women in any national and international programme of economic, social and cultural development,

Considering the manifest, marked neglect of women in the sphere of physical education and sport, particularly in developing countries where they continue to be subjected to all kinds of restrictions which have their roots in the cultural, economic and sociological environment,

Considering that women's right to engage in sport is one aspect of their right to education,

Draws the attention of the Member States to the fact that due provision should be made in national programmes for the need for growing participation in physical education and sport by girls and women whose rôle has so far not been substantial in traditional societies under the restraints of custom, convention and routine domestic and family chores;

Recommends that Member States consider the need for making specific provision for increasing coeducational activity and specialized training if women are to play an equal rôle through greater participation, in all the nations of the world;

Recommends

1. That Unesco pay special attention to the problem of physical education and sport for women;

2. That, among other appropriate measures, Unesco set up a specialized unit to deal with this problem within the new structure which is to be responsible for the general question of physical education and sport;

3. That provision be made for the appointment of women both to Director posts within this structure and to posts in its various sections.

Physical education and sports programmes for the handicapped

Recommendation No. 13

The Conference,

Considering that the handicapped also have a right to participate in physical education and sports activities,

Recommends that provision be made for appropriate physical education and sports programmes for the handicapped.

Recommendation No. 14

The Conference,

Considering that every delegation participating in this Conference has emphasized its belief that physical education and sport contribute significantly to the complete and harmonious development of each person and to his/her functioning as a responsible member of society,

Considering therefore that physical education and sport have been universally cited as essential components in the education of all children and youth and in effective, enriched living throughout one's lifetime,

Considering further that the essentiality of physical education and sport has been recognized and reinforced by Unesco by the calling of this First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport in the Education of Youth, and that the documentation prepared by Unesco preparatory to the Conference has provided eloquent support to this fundamental idea,

Recommends

that Member States utilize the widespread international endorsement of physical education and sport in the education of youth engendered by this Conference to promote improved public understanding of and support for appropriate opportunities for all of its people, and, most especially, for all its children and youth;

that the Unesco Secretariat provide a report on the major findings of this Conference, as well as a summary of the respective statements presented by the participating nations at the plenary sessions emphasizing the significance of physical education and sport;

that the Unesco Secretariat keep alert to possibilities for disseminating the statements concerning the fundamental importance of physical education and sport, made by all of the nations engaged in this Conference, through appropriate references in other Unesco publications, seeking the widest possible audience in education and other disciplines;

Considering that throughout the presentations made by the participating nations innumerable references have been made to the essentials of high quality programmes of physical education and sport, which include:

adequate time in the school curriculum,

additional opportunities for participation during out-of-school hours,

broad and varied programmes of instruction and supplementary participation, adapted to the needs, interests and maturity of the individuals and to the prevailing social, climatic and other conditions of the areas,

adequate and competent teachers, instructors, coaches and administrators,

facilities and equipment, available and sufficient to meet the needs of optimum participation,

access to up-to-date scientific information and professional expertise,

evaluation and research activities to assure continual programme improvement, and

information and interpretation facilities and materials to promote public interest, understanding and support,

Recommends

that Unesco develop and promulgate a children's charter (or manifesto) on physical education and sport, which should call for high quality programmes as the right of every child and youth and should urge all Member States to give high priority in the use of their national resources to the provision of such programmes, advocating international efforts to assist those children living in less favoured areas of the world, and spelling out the essentials mentioned above;

that Member States use the Unesco Charter on Physical Education and Sport in appropriate ways to lend prestige and assistance to their efforts to strengthen their programmes;

Considering that the representatives of Member States have indicated a variety of resources, agencies, and/or organizations responsible for or interested in the promotion of physical education and sport in the education of youth,

Recommends

that Member States be urged to establish (or to reinforce, if one is already established) a clearing house or centre for the exchange of information and the promotion of co-operation among the relevant agencies, organizations, and individuals, in a manner appropriate to each particular situation so as to provide services for advocacy of sound programmes of physical education and sport and for the implementation of procedures that will influence the development of such programmes;

that the clearing houses or centres provide information, expertise and assistance to such units in other countries and otherwise facilitate such interchange both directly and through Unesco;

Considering that Unesco publishes and distributes numerous documents on a variety of subjects which are influential, many of which can appropriately carry the messages and the urgings highlighted by this Conference,

Recommends

that the Unesco Secretariat make appropriate reference to the findings and recommendations of this Conference in its publications whenever feasible;

that the Unesco Secretariat consider publishing supplementary documents relating to this Conference, such as a publication that features art and artefacts that use physical education or sports motifs and themes, or that treats the influences of physical education and sport in historic, cultural and social developments;

that Member States use such publications and documents as may be prepared by Unesco to enhance their efforts to improve opportunities for youth and to help their citizens understand and appreciate the contributions of physical education and sport to their intellectual, cultural and aesthetic interests;

Considering that Unesco sponsors and conducts a multitude of activities that concern the health and welfare of the people of the world and which also have relevance to the objectives and purposes of this Conference,

Recommends

that Unesco keep alert to introduce the interests and concerns of this Conference in the study and deliberations of related conferences, study groups, and similar undertakings, considering, inter alia, the implications for physical education and sport of activities dealing with public health, urban planning, housing, environmental and ecological conditions, human rights and many more;

that Member States exercise similar diligence in gaining consideration of physical education and sport in related national programmes and activities;

Considering that the services of the Secretariat of Unesco have been invaluable in the preparation for and the execution of this Conference, in the assembling of documentation and information from the member nations, and in otherwise providing visibility and expert assistance in advancing the purposes and programmes encompassed by the Conference,

Commends and thanks the Director-General and the Secretariat for providing these services and compliments the Secretariat on the outstanding manner in which it has discharged its duties;

Considering the First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport in the Education of Youth has provided a prestigious forum for the study and discussion of the subject, which is so important to the well-being of all the peoples of the world,

Commends and thanks the Director-General and the General Conference of Unesco for convening the Conference and the Director-General and his associates for the excellent manner in which the Conference was planned and conducted;

Urges the Member States to take full advantage of the thrust provided by Unesco to disseminate the findings and to implement the recommendations in all appropriate ways, and also urges the delegates of each Member State who had the privilege of participating in the Conference to communicate the inspiration and information thus gained to as many of their countrymen as possible and to involve them in a renewed effort to provide high quality programmes for all children and youth.

ANNEX I

AGENDA

1. Opening of the Conference

2. Election of the President

3. Adoption of the Rules of Procedure

4. Election of the Vice-Presidents and the Rapporteur-General

5. Adoption of the agenda

6. Present situation of physical education and sport in the education of youth

   A. Programmes of physical education

   B. Sport in the school

   C. Out-of-school sport

7. Rôle to be played by physical education and sport in the education of youth in the perspective of life-long education

8. Strategies to be developed and steps to be taken at the national level for the promotion of physical education and sport

9. International co-operation for the promotion of physical education and sport

10. Adoption of the report of the Conference

11. Closure of the Conference

ANNEX II

OPENING ADDRESS BY MR. AMADOU-MAHTAR M'BOW,
DIRECTOR-GENERAL OF UNESCO

Your Excellencies,
Ladies and Gentlemen,

It is both an honour and a pleasure for me to welcome you to Unesco House for this First Conference of Ministers and Senior Officials Responsible for Physical Education and Sport in the Education of Youth. The number of delegations of Member States, and the high level of those composing them, are proof of the importance you have attached to this Conference. I should like to express my gratitude to you for so distinguished a participation.

I should also like to greet the representatives of organizations of the United Nations system and the observers from non-Member States, intergovernmental organizations, international non-governmental organizations and foundations that have evinced an interest in following your proceedings. May I be allowed to express my personal gratitude to the Right Honourable Philip Noel-Baker, President of the International Council of Sport and Physical Education (ICSPE), as well as to the Deputy-President of ICSPE, Mr. Jean Borotra, who has always given Unesco the unstinting and invaluable support of his practical, far-sighted enthusiasm. I wish to pay special tribute to the co-operation which these two eminent figures and their coadjutors have given the Secretariat in the preparatory work for this Conference, the idea of which first came from them. Lastly, I am delighted to see among us Lord Killanin, President of the International Olympic Committee, to whom I extend a very warm welcome. His presence is proof of the friendly relations that have been established between Unesco and the Committee for the greatest good of the cause of sport.

As you know, ministerial-level conferences occupy an important place in Unesco's programme; these conferences, some of which are regional, others world-wide in scope, enable the Organization to take stock of the situation in a given field, to stimulate concerted reflection among Member States and, as a result of such reflection, to determine broad guidelines for action by governments and also by the Organization itself, since Unesco's action is relevant only if it corresponds as closely as possible to the needs felt by States.

Most of these conferences are subject to a certain periodicity. It is on this basis that Unesco organizes regional conferences of ministers in the fields of education, science and culture or, again, the International Conference on Education which makes it possible every two years to carry out a survey of the state of education in the world, while at the same time studying a subject whose importance has been recognized by Member States as a whole. There are also times when circumstances make the holding of an international conference desirable so as to enable governments to consult together on a problem which calls not only for concerted reflection on their part but also for a pooling of efforts and increased international co-operation. Such is the case with the present Conference, the background to which I should now like to sketch in.

As far back as 1952 Unesco first began to include in its programme certain activities designed to promote the practice of sport. In this, it had the assistance of the International Council on Health, Physical Education and Recreation. Since 1965, the annual ceremony for the award of the Fair Play trophies instituted by the International Sporting Press Association and the International Council of Sport and Physical Education has been held at Unesco House, and has given the Organization the opportunity of being associated with a world-wide campaign whose objectives are in keeping with its moral vocation. However, it must be admitted that the activities undertaken directly by Unesco or under its auspices, whether in connexion with meetings or publications, have generally been devoted to specific, narrowly delimited aspects of sports activity. By contrast, the present Conference represents the first outcome of a new departure on which the General Conference agreed at its seventeenth session when, by its resolution 1.221, it authorized the Director-General "to pursue and undertake activities designed to define a new conception of the curricula and structures of pre-primary, primary and secondary education with a view to ensuring interdisciplinary continuity in the spirit of life-long education and giving particular attention to [...] the integration into curricula of physical education". Lastly, at its eighteenth session, by its resolution 1.2221, the General Conference authorized me to convene the Conference where we are gathered together today.

This decision must be considered not as an isolated measure but as the application to the sphere with which we are here concerned of the conclusions drawn from a long process of ripening consideration with regard to education as a whole, culminating in the realization of its necessary continuity throughout life.

This conception of education as a life-long process gives due weight to the diversity and multiplicity of educational activities, both at school and out of school, as well as to their interdependence. The aim must be to dovetail formal and informal education in their complementary aspects, and it has become essential to rethink the initial phase of education in so far as it paves the way for the progressive development and enrichment of the personality throughout life. At the same time as it becomes life long, education becomes all-embracing, since it must enable the individual to cope with all the tasks, commitments and responsibilities which he will be called upon to shoulder at the different stages of his development and which will knit together to form the very web of his life. Transcending the multifarious functions and constraints by which men are torn today, it therefore aims at restoring the fundamental reality and unity of man's nature by surmounting the divisions that for too long have set off the learning period against working life, theoretical against practical education, individual aspirations against social integration and general education against training.

Consequently we have, in my opinion, currently reached a stage of reflection where a broad consensus exists throughout the world concerning the concept of an education that will be life long, all-embracing and universal. What implications this has for physical education and sport it is now for you to elucidate. In this connexion, the need to recast curricula, to improve the education of teachers and instructors, to increase the number of facilities available and, to be sure, to step up resources comes naturally to mind. Indeed, these are so many preconditions for all progress in this sphere. However, over and above such partial, fragmentary measures, the primary aim should, in my view, be to rethink the rôle of physical education and sport in the training of each and every individual during the decisive years of youth, physical education and sport being considered as essential and complementary constituents of this formative process.

We are here confronted with the basic problem of ensuring the access of the greatest number, in other words, the democratization of education, a problem which faces the developed no less than the developing countries but which occurs in a particularly acute form in the latter.

A great number of young people do not, in fact, have access to school or leave school prematurely. However, they cannot be denied the benefits of so fundamental a thing as a basic training in physical exercise and sports activities. It would thus seem essential to devise measures whereby large groups of young people who have been excluded from the educational system may be given the physical and sports education they require in order to become all-round men - no less in their childhood and early youth than in the later stages of their lives. Your disucssions will therefore quite naturally be focused upon this fundamental question: how should physical and sports education be organized for young people of school or university age, whether they are attending an educational establishment or not? Physical education and sport should not, of course, be regarded as dissimilar entities: conceptually and in practice, ways must be found of integrating and combining them in a single whole as elements in the education of young people, both in and out of school.

The problem you have to consider may be expressed in terms of a new conception of physical and sports education and the general provision of such education as a preparation for the life-long practice of sport. I am aware that, when defined in this way, the theme does not cover all sports activities and that it would be arbitrary to set aside physical education and sports training for adults, leisure-time sport and high-level competitive sport. Indeed, you may wish to consider the possibility of holding other meetings to follow up this one, which would make it possible to take up the problem of sport as a whole at the regional or the international level. But the need to draw up an agenda suited to the length of a conference such as yours obliged us to limit its scope by selecting one coherent theme of fundamental importance. This we have attempted to do by setting the items for discussion in the context of life-long education.

In a type of education which is designed to develop the all-round potential of the individual, there can be no good reason for the lowly place which is all too often allotted to the education of the body, when in fact the body provides the basis for the entire personality. Just as the purpose of general education is to bring all the individual's aptitudes into play and to gear them to the various situations which he will encounter in life, so physical education should lead on to the physical activity and the practice of sport in which every individual should engage throughout his life. The practice of sport is emerging more and more clearly not only as a necessity for which everyone must be prepared in order to safeguard his health and to occupy the growing leisure time made possible by technological progress, but also as essential to the integrity of the human species, threatened by the industrial environment. The universal practice of sport is therefore both a right and a duty for every individual.

This ideal would, however, be merely Utopian if education did not, at a very early age, provide an introduction to the practice of sport, viewed from the standpoint both of physical development and of attitudes and values. In other words, the importance and profound significance of sports activities must be made clear, interest in them must be developed, and the need for them stimulated.

A number of your countries have already made

a move in this direction by allowing physical education and sport a greater place in the education of young people and by reassessing their functions. There are already signs of a very marked reaction against the prejudice tending to relegate physical education and sport to a secondary, inferior rôle. This prejudice, incidentally, often used to go hand in hand with the rather condescending attitude towards the arts which regarded them merely as social "accomplishments" or hobbies, and indeed with a similar prejudice against anything else in education which did not appear to be closely enough linked with preparation for employment, or to be sufficiently profitable. This long neglect of physical education and sport seems to be explained by an excessively "intellectual" view of education, which placed far too high a value on its cognitive aspects and tended to separate the various aspects of the individual's development into compartments: the cognitive, the ethical, the aesthetic, the emotional and the physical.

It is generally known, however, that sport helps to form character, calls for unflinching will power, and tests endurance; but it has perhaps not been sufficiently realized that it calls upon all the faculities, achieving that fundamental unity of the human being, the recognition of which is the basis of all humanism. Can anyone seriously maintain that the performance of an athlete or the triumph of a team are the outcome of physical strength alone, rather than the culmination of a sustained intellectual effort to master a discipline, and the exercise of qualities of judgement and discernment? Surely triumph in sport is the reward not only for a judicious use of skills, but also for the long practice of self-discipline which alone can bring success? Conducted in accordance with strict rules, sports activities take on a moral dimension, since those who practise sport must enjoy effort, be determined to excel themselves, respect the winning or losing adversary, be modest and self-effacing in carrying out a collective task, and submit themselves honestly to the unimpeachable tests of the fastest race, the highest jump and the best throw. Anyone devoting himself to sport thereby accepts the existence of values which transcend him and laws which he freely elects to obey. I know of no better ethical training for the young and no better preparation for life in society than an introduction to sport which gives the latter its full significance and turns all its educative virtues to account.

At the same time, as it is a form of expression which does not depend on language but is immediately intelligible to all, as it clearly demonstrates the fundamental equality among people and nations, and as it provides opportunities for encounters between individuals or teams from the most widely varying countries, sport both can and should prepare people to live together in a world at peace. From this point of view, it can be of outstanding help to the great causes among Unesco's essential objectives, such as the acceptance of cultural differences, international understanding and peace. Furthermore, physical expression can be seen to be inseparable from artistic expression, with which it is combined in a great many activities. It also helps to develop the aesthetic sense through that marvelling communion with nature which accompanies the full exercise of physical abilities in the cool morning air or under the burning sun. It is an essential factor in that affective balance and that feeling of security which any education worthy of the name should count among its major objectives.

Physical activity and sport thus call for an interdisciplinary approach, which is essential for the harmonious development of the individual. This was, incidentally, appreciated by the ancient cultures of Asia and those of Greece and the African countries, inter alia, which associated sports activities with singing, poetry and dancing, exalted the sense of the sacred in homage to the forces of nature, and combined colours and rhythms, sounds and movements, in festivity. It is, I repeat, that fundamental unity of man in harmony with the world which the practice of physical activity and sport should seek to recreate. In so doing, it can render enormous service to education as a whole, which has for too long been fragmented by a division into disciplines blinkered to the complexity of life.

An introduction to physical activity and sport, combined with the exercise of the intellectual faculties and with moral training, leads on naturally to the practice of sport in conformity with the ethical code which is so necessary to it. More than ever, indeed, it seems essential to restore the ideal which Pierre de Coubertin revived from the mists of time in all its radiant purity: that of the athlete striving his utmost to excel himself and, through his efforts freely put forth, thrusting back the bounds imposed on him by man's estate. I need not emphasize, since you all know it only too well, how far this ideal has been tarnished by the commercialization of sport; by social or economic élitism which, at the national level, often excludes the majority and, at the international level, keeps the peoples of the poorest countries apart; and by an aggressive chauvinism, which sullies the legitimate pride that a national community may take in the successes achieved by its members.

I hope, therefore, that your Conference will make a point of reminding us that education for sport must go hand in hand with education through sport. The growing importance of sport as a feature of society and a phenomenon of civilization, the attraction it exerts over countless millions, when broadcast and boosted by the mass media, the enthusiasm it generates and the passions it unleashes, make such education essential. And it will not be complete and fully effective unless sport ceases to be regarded merely as a spectator event. I am well aware that many countries have already taken practical action to meet this concern by organizing sport for all, or by committing themselves to do so by joint statements drawn up at recent intergovernmental meetings. The champion will then cease to be regarded as a prototype or a star and will again become the leader of the immense cohort of those who share his efforts and are stimulated by his example. Far from being at variance with high-level

competitive sport, sport for all encourages it and gives it its full value.

Ladies and Gentlemen,

Your Conference, which is certainly very short for the scope of the questions you have to discuss, will not be able to deal exhaustively with the substance of the matter or to enter into all the details. It would, for instance, be illusory to hope that the many technical or budgetary problems encountered, of which some, such as that of financial resources, are of decisive importance for any action to be undertaken, will be solved forthwith. Nevertheless, the task devolving on you is very important. At the present stage of thinking about the aims and purposes of education, the international community has to consider to what extent the existing situation with regard to physical education and sport is consistent with the goals assigned to educational systems, and by what means it may be possible to draw closer to those goals, both nationally and internationally.

With regard to the documentation submitted to you, the fact that the Organization was tackling a field which was relatively new to it, combined with the very great variation of circumstances, made it difficult to treat the subject exhaustively. The Secretariat has endeavoured, none the less, to put before you an analysis, based on the replies to a questionnaire which Unesco sent out to its Member States in July 1975, and I sincerely hope that this working paper will make your work easier.

I shall now briefly review the agenda submitted to you. The first substantive item, item 6, bears on the "present situation of physical education and sports programmes in the education of youth". It calls for the study of general ideas and also of organization and means. You may wish to discuss it together with the following item, number 7, entitled "Rôle to be played by physical education and sport in the education of youth in the perspective of life-long education", which is concerned with identifying the implications of the concept of all-round, democratic, life-long education for the definition of the rôle of physical education and sport in the education of youth. These two items, which are both very general in character, could, if you agree, be discussed in plenary. When studying them, you will certainly make a point of bringing out, in the light of the experience gained in your respective countries, the problems which have to be solved if we are to give physical education and sport the new lines of emphasis which seem to you to be desirable.

Provision is made for two commissions to meet thereafter to examine, respectively, item 8 of the agenda - "Strategies to be developed and steps to be taken at the national level for the promotion of physical education and sport" - and item 9, bearing on "international co-operation for the promotion of physical education and sport", a question calling for the study of exchanges of ideas, of experience and of persons, and also of financial co-operation.

Your Conference will, I am sure, wish to adopt practical recommendations on these various items. In my opinion, such recommendations might be divided into three broad categories. One group should advocate measures calculated to stimulate international co-operation. Another might put forward suggestions to Member States to guide their future action in regard to physical education and sport for the purposes of the education of the young. Finally, a third group of recommendations might be addressed to the Director-General of Unesco with a view to the establishment of the guiding principles to be followed by the Organization in drawing up and carrying out its programme.

Ladies and Gentlemen,

Your discussions, which will I am sure, serve the causes of sport and of education alike, will contribute among other things to determining the measures and lines of emphasis most likely to bring the practice of sport into line with the ideal which should inspire it. Sport cannot, in fact, make its contribution as a disinterested activity unless an appropriate form of education, comprising both physical training and theoretical and ethical instruction, is provided at an early age. An all-round education in regard to physical training and sport is accordingly essential if sport is to be practised along with the virtues which are its justification. The sense of fair play and the Olympic ideal can be inculcated by education, which itself reflects a certain pattern of civilization.

The responsibility of education in regard to sport, and the fundamental part that physical and sports education should play in education in general, seem to me to be the central themes which will give continuity and coherence to your discussions. Enshrining its own ethic, producing physiological and mental balance, providing a deep source of joy for its adepts and, when practised in a generous spirit, constituting a powerful factor for social integration and international understanding, sport closely associated with physical education must where this is not already the case, become not only an essential item in school and university curricula but also a cultural factor fostering modern humanism. All those who wish to help in building up the learning society we are beginning to glimpse on the far horizon must give sport the prominent place which is its due, since it offers us the best possible example of continuity in effort, an exhilarating but well-ordered life, the sense of peace within oneself, with others and with nature, unity regained. And there is nothing which can extend this still ideal learning society to the scale of the whole world, as the common homeland of the brotherhood of man, so well as sport.

That, Your Excellencies, Ladies and Gentlemen, is the aim I would set for your discussions. Allow me, with this in mind, to express my sincerest good wishes for the complete success of your proceedings.

ANNEX III

ADDRESSES DELIVERED AT THE CLOSING OF THE CONFERENCE

Address by Mr. Amadou-Mahtar M'Bow, Director-General of Unesco

Address by H.E. Mr. Abdallah Fadel, Minister of Youth and Sport, Algeria

Address by Mr. Amadou-Mahtar M'Bow,
Director-General of the United Nations Educational,
Scientific and Cultural Organization (Unesco)

Mr. President,
Your Excellencies,
Ladies and Gentlemen,

At this closing meeting, when your work is all but done, I should like before all else to say how much I deplore my inability to attend all your discussions, as I should have liked to do. The fact that I had to go to Geneva to take part in the proceedings of the United Nations Administrative Committee on Co-ordination prevented me, to my great regret, from joining you during these days which, I know, have been active and fruitful.

Your Conference bore on a subject that is vital to the development and regeneration of education. Moreover, it is the first of its kind to have been organized by Unesco, and for this reason alone, its proceedings deserve to be studied with particular attention. This is what I have endeavoured to do, with the help of those of my colleagues who assisted you both during the plenary meetings and in the deliberations of the Commissions. I have thus had an opportunity to get some idea of the atmosphere of understanding that prevailed during your discussions and to take note of the interesting and fertile arguments that were put forward. And, difficult though it is at this stage to grasp all that may be learned from such thought-provoking discussions, I should like, nevertheless, if not to sum up their outcome, at least to indicate certain main lines of emphasis that appear to have emerged and that have great significance not only for a better understanding of the subjects you examined but also, in more practical terms, for the improvement of the work being done by your governments and by Unesco itself to ensure that education and sport make their contribution to the education of youth, in the context of life-long education.

First, however, I should like to thank your President, H.E. Mr. Abdallah Fadel, Minister for Youth and Sport of the Democratic and Popular Republic of Algeria, whose great abilities and dynamic personality I had occasion to appreciate at the Mediterranean Games that he organized in Algiers so successfully, and who has directed your discussions from this rostrum with a skill and courtesy to which I wish to pay tribute.

Permit me to extend this expression of gratitude to your Rapporteur-General, Mr. Pierre Mazeaud, French Secretary of State for Youth and Sport, who, thanks to his experience both as an experienced sportsman and as an expert in the drafting of legislation in the field of sport-for-all, made an invaluable contribution to your work, as also to the Chairmen of the two Commissions, H.E. Mr. Nurul Hasan, Minister for Education of India, and H.E. Mr. Anibal Carrillo, Minister for Education and Sport of Ecuador, and to the Rapporteurs of the two Commissions, Mr. Simon McNeely of the United States of America and H.E. Mr. Felix Tonye Mbog, Minister for Youth and Sport of Cameroon.

With regard to your work, I should like first of all to say how much I have appreciated the enthusiastic and unanimous support that you have given to Unesco's initiative. This support has been evidenced in particular by the presence of delegations of over 100 Member States and of some 20 international non-governmental organizations, as also by the eminence of those attending. Moreover, the constructive and serene nature of your discussions testifies to the fact that this Conference answered a need that was strongly felt by the international community, and that it has been a turning-point. Thanks to the firm position that you have taken, physical education and sport will henceforth be recognized as an essential part of everyone's education, from the initial stage on. As several of the ministers present here have stressed, the future of sport lies in the school, or at school age; that is where it is determined.

I noted with satisfaction that you fully endorsed the notion that physical and sports education play their part in the harmonious development of an all-round human being, and it was with the keenest interest that I took cognizance of the declaration in which you enshrined this concept. To my mind, it is a decisive step in the progress of ideas, formulating as it does a number of principles which had never before been so clearly enunciated at an international forum. In this connexion, I wish to assure you that I shall bear in mind the view you expressed that Unesco should prepare an international Charter on Physical Education and Sport whose provisions the Organization would invite Member States to implement.

Moreover, your deliberations have confirmed our belief that physical education and sport are a most suitable area for international co-operation, which alone can assure not only the exchange of views and the pooling of experience but also the access of all peoples to activities that are vital to the development of national communities. The realistic nature of your discussions, which was to be expected of senior officials accustomed to grappling with everyday problems, was accompanied by a remarkable loftiness of vision. It is significant that you stressed the fact that physical education and sport are linked to both culture and development, emphasizing that the idea of all-round, life-long and democratized education means that programmes must be planned from an interdisciplinary standpoint, in conjunction with the other components of intellectual, ethical and aesthetic education. The ideas you expressed and the proposals you put forward on this subject are fully in line with the objectives of the new international economic and social order. In my view, the term "a new sports order" that has been used reflects a profound truth. Like other activities, sport, for which education serves as a preparation, must be conceived in terms of lofty objectives and governed by an ethic whose major features are the equality of men and nations and mutual respect between them.

There is another aspect of international co-operation to which you attached great importance - and rightly so - in my opinion. I refer to the special effort that the community of nations should make in order to enable those of its members who lack the necessary means - and there are all too many who do - to give their children from school age on a chance to take part in sports activities. There will be countless opportunities for such co-operation, which should be first instituted at the regional level, in the provision of infrastructures and facilities and the training of teaching and supervisory staff. You yourselves have recommended the establishment of regional or sub-regional institutions for the training of staff. But of course such co-operation must not take the form of a mere transfer of resources or personnel. As in Unesco's other fields of competence, it must be aimed, as you quite rightly pointed out, at promoting endogenous development which will reflect each country's situation, its needs and its cultural traditions in the matter of education and sport. Your suggestion that traditional games and sports should be restored to the place of honour they once held is in line with this idea.

You have made some extremely judicious proposals concerning other aspects of international co-operation, particularly in connexion with methods of organization and co-ordination. Here again, the attitude that you have adopted is, in my view, very well balanced and very wise. On the one hand, you paid tribute to the rôle played by non-governmental organizations and sports associations and made a point of recognizing and protecting their independence, frequently jeopardized by the various forms of exploitation to which sport is all to apt to lend itself. On the other hand, you acknowledged the obligations of your governments in a sphere both aspects of which - education and sport - are their responsibility and requires major financial sacrifices on their part. It was in this spirit that you recommended the establishment within Unesco of a permanent intergovernmental unit or body whose function would be not only to give effect to the recommendations of your Conference but also to constitute a forum for reflection and discussion, to prepare a programme of action and, if necessary, to co-ordinate international or regional activities designed to promote and develop physical education and sport.

However, your desire to work for the future and to lay the bases for systematic and sustained action did not stop there. For you expressed the view that the conclusions of your Conference should be regarded not as a culmination, but as a starting-point. Being desirous - as you quite rightly are - that your proposals should be effectively followed up, you voiced the opinion that further international or regional meetings should be organized. I fully share this desire to ensure continuity, which is a principle observed by Unesco in all its major fields of activity. I consider it to be particularly justified in this case, by virtue not only of the importance of the subjects with which you have dealt but also of the excellence of your work and the clarity of the views you have expressed.

I am of course well aware that these recommendations, as you yourselves stressed, entail strengthening the resources that the Organization should devote to physical education and sport. The same is true of another category of tasks with which you wish to entrust Unesco, namely, the exchange of information and results of experiments, the fostering of research on a number of important questions and the compilation of lists of works and studies on physical education, as well as of films, either scientific or for general popular consumption, on physical education and sport. The carrying out of all these activities, which are to my mind highly desirable, will naturally be contingent upon the volume of resources that Member States are willing to put at my disposal, either under the Regular Programme or by means of certain extra-budgetary financing arrangements to which you yourselves referred when you advocated the setting up of an international fund for the development of physical education and sport. In this connexion, I noted with satisfaction the statement made a short while ago by the Secretary of State for Youth and Sport of Morocco to the effect that the King of Morocco has pledged $50,000 to this fund, the establishment of which I shall propose to the General Conference at its next session. I ask the Secretary of State to express our deepest gratitude to His Majesty King Hassan II. I shall of course report to the General Conference at its next session on these different matters, and on your work in general, and I can assure you that in bringing to its notice the recommendations that you have adopted I shall stress the great importance that I attach to the results you have achieved.

In conclusion, I should like to deal briefly with two points of national rather than international interest, but whose importance I wish to emphasize, as you did. The first is that the concept of life-long education entails the adoption of integrated physical education and sports policies that will put an end to the discontinuity so often to be observed between the physical and sports education provided at school and the practice of sport outside school. The second point is that physical and sports education should prepare people to engage freely in mass sports and should encourage them to take part in sports instead of being spectators. In the final analysis, our aim, I think, should be to increase the proportion of active sportsmen and sportswomen in every country who voluntarily practise their sport for the sake of both pleasure and health.

Mr. President,
Your Excellencies,
Ladies and Gentlemen,

At the close of your deliberations - an extremely heavy week's work, but one crowned by results which, I am convinced, will make your efforts well worth while - it is for me a most pleasant duty to extend to you my warmest and most sincere gratitude for the contribution that you have made to the work of the Organization. Through the broad agreement you reached at the very start of this Conference and have maintained throughout its course, you have shown that co-operation is possible when it is based on the will to find a solution to the major problems that all countries have to deal with. May the wisdom, the realism, the mutual respect and the spirit of international fellowship that have inspired you be manifest on many other occasions! You have mapped out a new path for Unesco. It is my hope that together we may make rapid strides along it, for the good of all nations and all men.

Address by H.E. Mr. Abdallah Fadel,
Minister for Youth and Sport, Algeria

Mr. Director-General,
Your Excellencies,
Distinguished Delegates,
Ladies and Gentlemen,

We have now reached the end of the First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport, which was convened to study the rôle of physical education and sport in the education of youth.

This first international Conference is, as you have all emphasized, an event which will be a milestone in the history of physical education and sport.

The Director-General of Unesco and, following him, His Excellency the Secretary of State for Youth and Sport of the French Republic - the former in his opening address, the latter in his general report - have reminded us of the different stages that led to our meeting under Unesco's auspices.

A lengthy process of reflection and action lasting from the meeting held by Unesco in Helsinki in 1952, until now - April 1976 - has brought us here today to ponder the rôle of physical education and sport in the education of youth, in the context of life-long education.

After a week spent in collective thinking and in the rewarding and fruitful exchange of ideas, marked by frankness, courtesy and mutual understanding, I believe that we now have the conditions needed to ensure that this first conference is the starting-point of a process of the regular development of physical education and sport, a system of training young people that is part and parcel of the overall education system and of life-long education.

Mr. Director-General,
Your Excellencies,
Ladies and Gentlemen,

The delegates of 101 Member States and Associate Members and the observers of one non-Member State, two intergovernmental organizations and 16 international non-governmental organizations have taken part in the Conference or attended its proceedings. These figures testify to the importance attached to it. Moreover, the high level of our deliberations is the best possible token of the calibre of the members of each delegation and of their heartfelt desire to arrive at practical conclusions.

The Rapporteurs of the two Commissions and the Rapporteur-General of our Conference have given, in their respective spheres, a general account of our discussions, and have read out the relevant recommendations that you formulated, with a view to defining more precisely the substance of the national strategies required to promote physical education and sport and those needed for the purpose of defining and practising international co-operation in the sphere with which we are concerned.

It would be inappropriate as well as pointless for me to go over once more what has already been said so cogently. I shall therefore merely mention the most important conclusions that we have reached.

First, there is the fact that all governments, for reasons which, though different, are related, attach importance to physical education and sport, which can thus be considered as a system which is an integral part of the overall system of education and training of young people.

It is on this basis that the right of everyone to engage in physical education and sport was proclaimed.

The national policies and strategies based on the enjoyment of this right should be designed to prevent any imbalance between physical education and sport and to ensure that these two activities complement each other harmoniously.

If these policies and strategies are to be completely coherent, they must also be integrated into our countries' overall development policies, every attention being paid to our basic political views.

The implementation of these policies will require not only that the resources of all kinds needed to attain the objectives set, be mobilized at the national level, but also that the main lines of international co-operation in the field of physical education and sport be clearly defined.

The general principles governing such co-operation have been clearly identified by Commission II, whose work has, moreover, enabled

us to formulate a series of major measures, as for example the preparation of an international charter of physical education and sport and the setting up in the near future, within Unesco, of the structures and bodies necessary for its progressive application.

It was inevitable, since education and sport constitute a system that is of a piece, that our Conference should address itself to the problems affecting the relationship between public authorities and non-governmental organizations.

A sincere tribute was paid to the men and women who, as voluntary workers, have helped to direct the activities of these various organizations set up to promote physical education and sport.

However, attention was also drawn to the need to establish, within the international sports movement, a new world sports order modelled on the principles of the new international economic order adopted by the United Nations, and based on that of the democratization not only of the practice of sport but also of the exercise of power within the international sports organizations.

As our Rapporteur-General remarked on behalf of you all, "international co-operation, thus strengthened and enhanced, in fact corresponds, in the field of physical education and sport, to the concept of a new international, economic, social and cultural order".

Mr. Director-General,
Your Excellencies,
Ladies and Gentlemen,

The success of this First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport has been made possible by the clearly expressed determination of all Member States to work out practical solutions.

It is also the fruit of the spirit of mutual understanding and respect that has prevailed throughout our discussions, which has greatly facilitated the task of all the members of the Steering Committee.

It is due, lastly, to the unfaltering determination of the Director-General of Unesco, to his clear-sighted humanism, depth of mind and commitment to the service of mankind.

Permit me, on behalf of us all, to express to him, as also to the entire staff of the Secretariat, our warmest thanks and our deepest gratitude for their excellent organization of our work and the devotion and readiness to help that they have shown towards us.

Mr. Director-General,
Your Excellencies,
Ladies and Gentlemen,

As our discussions draw to their close, may I express my belief that we have made a modest contribution to the cause of sport and education, serving it as Mr. M'Bow enjoined us to do at the opening of this Conference.

We share his conviction that sport, closely associated with physical education, must become "a cultural factor fostering modern humanism", and one of the means of establishing among all men a fraternal dialogue capable of helping to strengthen international fellowship and world peace.

Lastly, I would not wish to end my address without thanking you from the bottom of my heart for the confidence you have shown in me and for all the help that you have constantly given me so that I might accomplish my task to the full.

Mr. Director-General,
Your Excellencies,
Distinguished Delegates,
Ladies and Gentlemen,

On behalf of you all, I declare the proceedings of the First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport to be closed.

ANNEX IV

LIST OF DOCUMENTS

Reference Code	Title
ED-76/CONF. 205/1	Provisional agenda
ED-76/CONF. 205/3	Provisional annotated agenda
ED-76/CONF. 205/2	Provisional Rules of Procedure
ED-76/CONF. 205/4	Conference working paper
ED-76/CONF. 205/INF. 1	General information
ED-76/CONF. 205/INF. 2	List of documents
ED-76/CONF. 205/INF. 3	Provisional list of participants
ED-76/CONF. 205/5 Draft	Draft final report
ED-76/CONF. 205/5-COM. I-Draft	Commission I - Draft report
ED-76/CONF. 205/5-COM. II-Draft	Commission II - Draft report
ED-76/CONF. 205/INF. 3 Add. 1	Provisional list of participants Addendum
ED-76/CONF. 205/INF. 3 Add. 2	Provisional list of participants Addendum II
ED-76/CONF. 205/INF. 3 - Corr. 1	Provisional list of participants Corrigendum
ED-76/CONF. 205/INF. 3 Add. 3	Provisional list of participants Addendum III

ANNEX V

LIST OF MEMBER STATES HAVING CONTRIBUTED MATERIALS TO THE EXHIBIT

Book exhibit

Algeria
Argentina
Belgium
Brazil
Canada
Czechoslovakia
Ecuador
Finland
France
German Democratic Republic
Federal Republic of Germany
Ghana
Hungary
Iraq
Japan
Korea
Libyan Arab Republic
Luxembourg
Mexico
Portugal
Romania
Spain
Sweden
Switzerland
Union of Soviet Socialist Republics
United Kingdom
United States of America
Venezuela

Pictorial display

Algeria
Argentina
Bulgaria
Czechoslovakia
Ecuador
German Democratic Republic
Ghana
Iraq
Japan
Korea
Mongolia
Portugal
Romania
Spain
Sweden
Switzerland
Union of Soviet Socialist Republics
United Kingdom
United States of America

ANNEXE/ANNEX/ANEXO/ПРИЛОЖЕНИЕ VI

LISTE DES PARTICIPANTS/LIST OF PARTICIPANTS/ LISTA DE PARTICIPANTES/СПИСОК УЧАСТНИКОВ

I. ETATS MEMBRES ET MEMBRES ASSOCIES/ MEMBER STATES AND ASSOCIATE MEMBERS/ ESTADOS MIEMBROS Y MIEMBROS ASOCIADOS/ ГОСУДАРСТВА-ЧЛЕНЫ И ЧЛЕНЫ-СОТРУДНИКИ

Algérie/Algeria/Argelia/Алжир

S. Exc. M. Abdallah Fadel
Ministre de la jeunesse et des sports

M. Baghdadi Simohamed
Secrétaire général
Ministère de la jeunesse et des sports

S. Exc. M. Ahmed Derradji
Ministre plénipotentiaire
Délégué permanent

M. Hocine Oussedik
Directeur national de la jeunesse

M. Mostefa Chaour
Sous-Directeur du sport de masse

M. Saddek Ibrouchène
Secrétaire des affaires étrangères

M. Mohamed Chibane
Directeur du CREPS

M. Abdallah Atmania
Sous-Directeur
Ministère des enseignements primaire et secondaire

République fédérale d'Allemagne
Federal Republic of Germany
República Federal de Alemania
Федеративная Республика Германии

H.E. Mr. Günter Thiele
Staatssekretär
Kultusministerium Nordrhein-Westfalen

Mr. Paul Kiefer
Ministerialrat
Bayerisches Staatsministerium für Unterricht und Kultus

Mr. Johannes Eulering
Leitender Ministerialrat
Kultusministerium des Landes Nordrhein-Westfalen

Mr. Hans Gmelin
Vizepräsident des Deutschen Sportbundes

Mr. Erich Schaible
Ministerialdirigent
Bundesministerium des Innern

Mr. Wolfgang Friedel
Legationsrat I. Klasse
Auswärtiges Amt

Dr. Robert Quambusch
Bundes Finanzministerium

Mr. Otto Isan Solf
Deutscher Sportbund

Arabie saoudite/Saudi Arabia
Arabia Saudita/Саудовская Аравия

Mr. Othman Al-Saad
Director-General of Administration

Mr. Ibrahim Al-Shami
Director of Sport Department

Mr. Mohammed Attia Kaaki
Physical Education Adviser

Mr. Mohamed Al-Kellaish Al-Fayez
Director of Physical Education Institute

Mr. Ghanem Fawzy Hamed
General President of Youth Welfare

Argentine/Argentina/Аргентина

M. José M. Trillo
Chargé d'affaires p.i.

Dr Alfredo Corti
Secrétaire d'ambassade

Australie/Australia/Австралия

H.E. Mr. James H. Oswin
Permanent delegate

Mrs. Barbara Barry de Longchamp
Member of the permanent delegation

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Dr. Herman Andrecs
Deputy Director of the Federal Ministry
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Bangladesh/Бангладеш

Mr. C.M. Shafi
Permanent delegate a.i.

Belgique/Belgium/Bélgica/Бельгия

S. Exc. M. H.F. Van Aal
Ministre de la culture française

S. Exc. M. Michel Van Ussel
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Chef de Cabinet adjoint de M. le ministre de
la culture française
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M. M. Wasterlain
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M. R. Delmelle
Inspecteur au ministère de l'éducation
néerlandaise

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Attaché d'ambassade près de la
Délégation permanente de la Belgique

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People's Republic of Benin
República Popular de Benin
Народная Республика Бенин

M. Camille Mehissou
Premier Secrétaire

République socialiste soviétique de Biélorussie
Byelorussian Soviet Socialist Republic
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Белорусская Советская Социалистическая Республика

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Chairman of Sports Committee of Byelorussia

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Embajador de Bolivia en Francia

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Sr. Miguel Velarde
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(Head representative)

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Senior Program Coordination Office
State and Local Education Programs
U.S. Office of Education
(Vice-Chairman)

Mrs. Leona Holbrook
President American Academy of
Physical Education

Mr. Robert O. Jones
Director, Office of International
Athletic Programs
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Mrs. Wanda H. Jubb
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Dr. Carl A. Troester
Legislative Liaison for the American Alliance
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Mr. Norman Campbell

Ethiopie/Ethiopia/Etiopía/Эфиопия

H.E. Mr. Yidnekatchew Tesemma
Commissioner for Sports and Physical Culture

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Head of Physical Education Department

Mr. Gebre Mariam Mengistu
Acting Chief
Physical Education and Sports Department
Ministry of Education

Mr. Haile Jesus Abeje
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Finlande/Finland/Finlandia/Финляндия

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Minister of Education

Mr. Reijo Vartia
Chief of Bureau
Ministry of Education

Mrs. Margaretha Mickwitz
Secretary-General of National Commission
for Unesco

Mr. Matti Ahde
Member of Parliament

Mr. Mauri Oksanen
Secretary-General
Finnish Central Sports Federation

Professor Risto Telama
University Professor

France/Francia/Франция

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Secrétaire d'Etat auprès du ministre de la
qualité de la vie chargé de la jeunesse et
des sports
(Chef de la délégation)

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Directeur de Cabinet auprès du Secrétaire
d'Etat chargé de la jeunesse et des sports

M. J-L. Langlais
Conseiller technique auprès du Secrétaire
d'Etat chargé de la jeunesse et des sports

M. J. Perrilliat
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M. René Bazennerye
Inspecteur général de l'Administration

M. Raymond Boisset
Inspecteur général, ministère de l'éducation

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Directeur de l'Institut national des sports et de l'éducation physique et sportive

M. R. Martin
Chargé de mission auprès du Directeur de l'éducation physique et des sports

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Chef de Service des organisations internationales non gouvernementales
Ministère des affaires étrangères

M. Christian Aveline
Service des organisations non gouvernementales
Ministère des affaires étrangères

M. Roger Girod
Chargé de mission
Ministère des affaires étrangères
Direction générale des relations culturelles, scientifiques et techniques

Gabon/Gabón/Габон

S. Exc. M. Jean Boniface Assele
Ministre de la jeunesse, des sports et des loisirs

M. Emmanuel Kingbo
Directeur des sports

M. Ibinga Mihindou
Directeur de l'Institut des sports

Ghana/Гана

H.E. Mr. E. Owusu-Fordwouh
Commissioner for Education and Culture

Mr. L.W. Fifi-Hesse
Principal Assistant Secretary
Ministry of Education

Mr. Sam Asumah Nelson
Assistant Director
Ghana Education Service in charge of Physical Education

Mrs. Difie Kusi
Attaché
Permanent delegation to Unesco

Grèce/Greece/Grecia/Греция

M. Georges Loizidis
Directeur des sports
Secrétariat général des sports

Observateur:

M. Georges Averoff
Délégué permanent auprès de l'Unesco

Guinée Bissau/Guinea-Bissau/Гвинея-Бисау

M. Augusto Pereira Da Graca
Secrétaire général
Ministère de la jeunesse et des sports

Guyane/Guyana/Guyana/Гвиана

H.E. Mrs. Cecilene Baird
Minister of Education

Mr. Eustace McBean
Physical Education Officer

Mr. Anthony Joseph Perreira
Adviser on Sport

Haïti/Haiti/Haití/Гаити

Observateur:

M. Nyll Calixte
Ministre conseiller
Délégué permanent adjoint

Haute-Volta/Upper Volta
Alto Volta/Верхняя Вольта

S. Exc. M. Pierre Traore Adame
Ministre de la jeunesse et des sports

M. Paul Bouda
Directeur des sports et de l'éducation physique

M. Charles Noan Some
Directeur de l'enseignement du premier degré

M. Sami Edouard Sib
Inspecteur de la jeunesse et des sports

Honduras/Гондурас

S. Exc. le professeur C. Deambrosis-Martins
Délégué permanent

Hongrie/Hungary/Hungría/Венгрия

S. Exc. Dr Sandor Beckl
Secrétaire d'Etat de l'Office national de l'éducation physique

Dr Tamas Klement
Conseiller ministériel
Secrétaire national pour l'éducation

M. Endre Kozmanovics
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Dr Zoltán Kalmanchey
Directeur de l'Ecole normale supérieure de l'éducation physique

Dr Laszlo Nádori
Directeur de l'Institut de recherche de l'éducation physique et du sport

Dr Tamás Horva'th T.
Secrétaire à l'ambassade de Hongrie en France

Inde/India/Индия

H.E. Professor S. Nurul Hasan
Union Minister for Education, Social Welfare and Culture

Mr. Maheshwar Dayal
Minister, Permanent delegate

Mr. O.P. Mehra
President, Indian Olympic Association

Mr. R.L. Anand
Director, National Institute of Sports

Mr. Tarun Roy
Special Assistant to Union Minister of Education

Mr. Hari Dang
Principal, The Air Force Central School

Indonésie/Indonesia/Индонезия

Dr. W.P. Napitupulu
Director-General for Non-Formal Education and Sports

H.E. Mr. Soepojo Padmodipoetro
Ambassador, Permanent delegate

Dr. M.F. Siregar
Director of Sport and Physical Education

Irak/Iraq/Ирак

Dr. Najmiddin Al-Sehrewerdi
Dean, College of Sport Education

Dr. Amir Ismail Hakki
General Director of Sport

Mr. Hamid Rijab Alhmandani
Assistant-General Physical Education

Mr. Mahir Ahmad Al-Bryaty
Director of Sports Clubs and Federations

Iran/Irán/Иран

H.E. Ali Hodjat-Kachani
Vice Prime Minister in charge of Physical Education and Sport

H.E. Rahmatollah Haghdan
Under-Secretary
Ministry of Science and Higher Education

Mrs. Ezzat Pirnia
Adviser to Physical Education Organization

Mr. Adabkhah Ahmad
Director-General, Ministry of Education

M. Mohammad Sobhani
Directeur général du contrôle de l'éducation physique de l'Iran

Irlande/Ireland/Irlanda/Ирландия

Mr. P.J. Breen
Chief of Section
National Commission for Unesco

Israël/Israel/Израиль

S. Exc. Dr Eliezer Yapou
Ministre plénipotentiaire
Délégué permanent p.i. auprès de l'Unesco

M. Yitzhak Eldan
Ministère des affaires étrangères

M. Zui Mazel
Ministère des affaires étrangères

Italie/Italy/Italia/Италия

Dr Pietro Mistretta
Inspecteur général pour l'éducation physique et sportive au ministère de l'instruction publique

Dr Paolo D'Alessandro
Sous-Directeur général pour les échanges culturels au ministère de l'instruction publique

M. Giorgio Temperilli
Dirigeant au ministère de l'instruction publique

M. Donato Martucci
Dirigeant, Comité olympique italien

Dr Guido Parrinello
Dirigeant, Comité olympique italien

M. Mariano Ravazzolo
Fonctionnaire au Comité olympique italien

Observateurs:

Dr Enrico Carbone

Dr Lucia Polini

Dr Franco Vollaro

Japon/Japan/Japón/Япония

Mr. Shigeo Anyoji
Director-General
Physical Education Bureau
Ministry of Education

Mr. Chiyuki Hiraoka
Permanent delegate to Unesco

Mr. Kohei Toyama
Deputy Director
Physical Education Division
Ministry of Education

Mr. Hachiro Shimaoka
Deputy permanent delegate

Mr. Shinshiro Ebashi
Director, International Council of Health, Physical Education and Recreation

Mrs. Mizue Nakajima
Official, Specialized Agencies Division
Ministry of Foreign Affairs, Tokyo

Observer:

Mr. Shozo Sasahara
Director, Japan Amateur Sports Association

Jordanie/Jordan/Jordania/Иордания

H.E. Sherif Fawwaz Sharaf
Director-General
Jordan Youth and Sports Organization

Dr. Fawwaz Tugan
Professor in the University of Jordan

Mr. Issam Arida
Director, Hussein City for Youth

Mr. Abdalla Nsour
Cultural Counsellor
Deputy permanent delegate for Jordan to Unesco

Kenya/Kenia/Кения

Mr. Stanley Frederick Muka
Acting permanent delegate

Koweit/Kuwait/Kuweit/Кувейт

Mr. Abdulla Al Ayoubi
Permament delegate to Unesco

Libéria/Liberia/Либерия

Honourable E. Harding Smythe
Assistant Minister for Sport

Mr. J. Bernard Juwle
Director of Physical Education responsible for Education and Sports

République arabe libyenne/Libyan Arab Republic
República Arabe Libia
Арабская Ливийская Республика

Mr. Sunni M. Abdulla
Ministry of Social Affairs

Mr. Ali B. Fandy
Ministry of Education

Luxembourg/Luxemburgo/Люксембург

M. Camille Polfer
Commissaire du gouvernement à l'éducation physique et aux sports

M. Georges Lanners
Professeur attaché
Ministère de l'éducation physique et des sports

M. Robert Schuler
Secrétaire au ministère de l'éducation physique et des sports

Madagascar/Мадагаскар

M. Charles Ranavela
Secrétaire général du ministère de la jeunesse

M. Fils Ramalanjaona
Directeur de la coordination
Ministère de la jeunesse

M. Jean-Pierre Totobesola
Inspecteur de la jeunesse
Ministère de la jeunesse

Observateur:

M. Isiry Rabemila
Inspecteur stagiaire à la jeunesse et aux sports

Malaisie/Malaysia/Malasia/Малайзия

H.E. Mr. Seck Chim Chong
Ambassador and permanent delegate of Malaysia to Unesco

Mr. Ibrahim M.Z. Ariffin
Director of Sports
Ministry of Culture, Youth and Sports

Mr. Teik Lee Teoh
Senior Lecturer
Specialists Teachers Training Institute
Cheras, Malaysia

Professor Vengadasalam Ganeshan
Adviser to Ministry of Education and to Olympic Council of Malaysia

Mali/Mali/Мали

S. Exc. M. Mahamane Toure
Ministre de la jeunesse et des sports

M. Moussa Cisse
Conseiller technique

Professeur Dasse Marico
Directeur de l'éducation physique et des sports

Maroc/Morocco/Marruecos/Марокко

S. Exc. M. le Dr Mohamed Tahiri Jouti
Secrétaire d'Etat à la jeunesse et aux sports

M. Feddoul Benzeroual
Chef de la Division des sports

M. Jennane Abdelghani
Chef du Service des sports fédéraux et organismes internationaux

M. Abdallah Lattaoui
Inspecteur attaché au Cabinet du ministre

M. Abderrahmane Medkouri
Responsable du sport scolaire

M. Abderrahmane Mouadden
Responsable du sport universitaire à l'enseignement supérieur

M. Fath-Allah El Honsali
Secrétaire général de l'AMPS

Mauritanie/Mauritania/Мавритания

S. Exc. M. Sid Ahmed Oideye
Ministre de la jeunesse et des sports

M. Cheikh Oumar Seye
Directeur des sports

M. M'hamed ould Bouna Moctar
Secrétaire de l'ambassade de Mauritanie en France

Mexique/Mexico/México/Мексика

Sr. Cipriano Barreto Amaro
Jefe de Planeación y Desarrollo
Dirección General de Educación Física
Secretaría de Educación Pública

Monaco/Mónaco/Монако

S. Exc. M. René Bocca
Ministre, délégué permanent adjoint

Mongolie/Mongolia/Монголия

M. Dalkkyn Tserendash
Premier Vice-Président du Conseil central pour la culture physique et le sport de la République populaire de Mongolie

Mme Chourkhuu
Interprète, membre de la délégation

Népal/Nepal/Непал

M. Kumar P. Gyawali
Chargé d'affaires
Délégué permanent p.i.

Nicaragua/Никарагуа

M. Rodolfo Romero-Meza
Chargé d'affaires p.i.

Niger/Níger/Нигер

S. Exc. M. Tidjani Moustapha Hamet
Ministère de la jeunesse, des sports et de la culture

M. Dan Madam Riba

M. Sanda Houla
Ambassade du Niger à Paris

Nigeria/Нигерия

Mr. I.P. Akioye
Director, National Sports Commission

Mr. J.A. Alueze
Assistant Director of Sports
Sports Administrator

Mr. F.O. Iheme
Deputy permanent delegate

Mr. I.O. Abifarin
Professor

Norvège/Norway/Noruega/Норвегия

H.E. Mr. Halvdan Skard
Under-Secretary of State
Ministry of Education and Ecclesiastic Affairs

Mr. Trygve Tonnessen
Deputy Director
Ministry of Education and Ecclesiastical Affairs

Mrs. Gudrun Heimvik
Ministry for Church and Education

Mr. Knut Grotan
Physical Training Counsellor
National Office for Youth and Sports

Mr. Alfred Morgan Olsen
Professor
Norwegian High School of Physical Education

Nouvelle-Zélande/New Zealand
Nueva Zelandia/Новая Зеландия

Mr. Peter MacPherson
Curriculum Officer for Physical Education

Panama/Panamá/Панама

Excmo. Sr. Horacio Bustamante
Embajador, Delegado Permanente

Papua New Guinea/Nouvelle-Guinée populaire/
Papuasia Nueva Guinea/Папуа-Новая Гвинея

Mr. S. Kavani
Assistant Secretary
Division of Sports, Education Department

Pays-Bas/Netherlands/Países Bajos/Нидерланды

Dr. J. Verhoeve
Director-General
Ministry of Culture

Mr. J.C. Wilmans
State Inspector
Physical Education Teacher Training

Mr. J. Nieuwenhuyzen Kruseman
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Ministry of Culture, Recreation and Social Welfare

M. W.D. van den Berg
Secrétaire d'ambassade
Membre de la délégation permanente

Pologne/Poland/Polonia/Польша

Dr Boguslaw Ryba
Vice-Président du Comité général des sports et du tourisme

M. Wladyslaw Tribus
Directeur, Département de la formation des cadres et de la science

Dr Jerzy Skorowski
Directeur du Département de la culture physique du ministère de l'éducation

Professeur Dr Ludwik Denisiuk
Vice-Président de l'Institut des programmes scolaires
Ministère de l'éducation

Mme Monika Schneider-Mrowinska
Comité général des sports et du tourisme

Portugal/Португалия

S. Exc. M. Antonio José de Almeida Silva Graca
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M. Alfredo Carreiro Melo de Carvacho
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M. Fernando Luis Mendes Silva
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M. Jorge Crespo
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Qatar/Катар

H.E. Mr. Ibrahim Hamad Al-Nasr
Ambassador, Permanent delegate

Mr. Yousof Ahmed Al-Sai
Assistant Director of Youth Department

République démocratique allemande
German Democratic Republic
República Democrática Alemana
Германская Демократическая Республика

M. Manfred Ewald
Président de la DTSB de la République démocratique allemande
(Chef de la délégation)

S. Exc. M. le professeur Dr Günter Erbach
Secrétaire d'Etat à la culture physique et au sport

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Membre du Collège du ministère de l'éducation nationale

M. le professeur Dr Heinz Schwidtmann
Conseiller de la délégation de la République démocratique allemande

Mlle Heidrun Lange
Interprète

Mlle Christl Schneider
Interprète

République-Unie du Cameroun
United Republic of Cameroon
República Unida del Camerún
Объединенная Республика Камерун

S. Exc. M. Félix Tonye Mbog
Ministre de la jeunesse et des sports

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Directeur de l'éducation physique

M. Jean-Robert Djendji
Attaché culturel de l'ambassade du Cameroun à Paris

Roumanie/Romania/Rumania/Румыния

Professeur Constantin Manolescu
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Dr Emil Ghibu
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Secrétaire général du Comité olympique roumain

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Chef du Service éducation physique et sport
Ministère de l'éducation et de l'enseignement

Mme Roxana Georgescu
Conseil national pour l'éducation physique et le sport

Royaume-Uni de Grande-Bretagne et d'Irlande du Nord
United Kingdom of Great Britain and Northern Ireland
Reino Unido de Gran Bretaña e Irlanda del Norte
Соединенное Королевство Великобритании и Северной Ирландии

Mr. E. J. Sidebottom
Chief Inspector
Department of Education and Science

Miss E. J. Pollard
Her Majesty's Staff
Inspector of Physical Education

Miss E. Thomson
Her Majesty's Inspector of Schools

Mr. J. Bogan
Her Majesty's Inspector of Schools

Mr. C. Sayer
Technical Director of the Sports Council

Miss A. Brown
Department of Education and Science

Mr. W. T. Birrell
United Kingdom deputy permanent delegate to Unesco

Rwanda/Руанда

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Ministre de la jeunesse

M. Claude Semateka
Directeur général des sports et loisirs

M. Jules Kananura
Délégué permanent du Rwanda auprès de l'Unesco

Sénégal/Senegal/Сенегал

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Ministre de la jeunesse et des sports

M. Ousmane Ndiaye
Chef de la Division de la formation des cadres

M. Samba Laobe Fall
Directeur de Cabinet
Ministère de l'éducation nationale

M. Babacar Thioune
Professeur d'éducation physique
Professeur coordinateur

M. Blaise Senghor
Délégation permanente du Sénégal auprès de l'Unesco

Observateur:

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Conseiller technique du Premier ministre du gouvernement du Sénégal

Somalie/Somalia/Сомали

Mr. Mohamoud Hassan Nur
Director-General
Ministry of Culture and Sport

Mr. Abdilahi Said Elmi
Director, Sport Department
Ministry of Education

Mr. Farah Aden Ismail
Director, Department of Sports Federations
Ministry of Labour and Sport

Soudan/Sudan/Sudán/Судан

H. E. Mr. Mading de Garang
Ministry of Youth and Sport

Mr. Mammoud Abou Bakr
Ministry of Education

Mr. Moneim Hamdi
Ministry of Education

Mr. Osman Mahmoud
Ministry of Education

Suède/Sweden/Suecia/Швеция

Mrs. Inga Henricson
Educational Adviser in Physical Education
National Board of Education

Mr. Bengt Sevelius
Director, Swedish Sports Federation

Suisse/Switzerland/Suiza/Швейцария

Mr. François Jeanneret
Conseiller d'Etat

S. Exc. M. Charles Hummel
Ministre plénipotentiaire
Délégué permanent

M. Kaspar Wolf
Directeur de l'Ecole fédérale de
gymnastique et de sport

M. Paul Curdy
Président, Commission fédérale
d'éducation physique à l'Ecole

Dr Fritz Pieth
Directeur de l'Institut d'éducation
physique, Université de Bâle

M. Ferdinand Imesch
Directeur de l'Association nationale
d'éducation physique

République arabe syrienne/Syrian Arab Republic
República Arabe Siria
Сирийская Арабская Республика

M. Mohammed Bizen
Inspecteur d'Etat
Responsable de la planification et des études
à la Fédération générale des sports

M. Nabith Laktine
Conseiller culturel

République-Unie de Tanzanie
United Republic of Tanzania
República Unida de Tanzania
Объединенная Республика Танзания

Mr. K. D. Abdallah
Director of Sports

Mr. V. E. S. Mkodo
Secretary-General
National Sports Council of Tanzania

Mr. H. D. Sembuche
Principal Secretary
Ministry of National Culture and Youth

Tchécoslovaquie/Czechoslovakia
Checoslovaquia/Чехословакия

M. Antonin Himl
Président du Comité central de l'Association
tchécoslovaque de l'éducation physique

Dr Professeur Michal Gregus
Délégué permanent

Dr Professeur Bohuslav Sykora
Vice-Président de l'AISET
prorecteur de l'Université de Prague

Dr Svatopluk Jancalék
Chef du Département de l'éducation physique
Ministère de l'éducation

Dr Josef Hrcka
Vice-Doyen
Haute Ecole d'éducation physique, Bratislava

Observateurs:

Professeur Dr Frantisek Sykora
Président du Conseil scientifique
en Tchécoslovaquie

M. Miroslav Tauchman

Ing. Karel Herman

Thaïlande/Thailand/Tailandia/Таиланд

Dr. Bunsom Martin
Director-General
Department of Physical Education

Mr. Dejo Savanananda
Secretary-General
Office of the Youth Promotion

Togo/Toro

S. Exc. M. Ferdinand N'Sougan Agblemagnon
Délégué permanent

M. Gbédévi Zikpi Aguigah
Inspecteur stagiaire de la jeunesse et des sports

M. B. Lokpe-Naboud
Inspecteur stagiaire de la jeunesse et des sports

Tunisie/Tunisia/Túnez/Тунис

S. Exc. M. Fouad Mebazaa
Ministre de la jeunesse et des sports

M. Adnen Zmerli
Délégué permanent

M. Mahmoud Chehata
Directeur des sports

M. Chedly Ben Slimane
Attaché de Cabinet

M. Habib Meliani
Directeur de l'Institut national des sports

M. Borhane Errafs
Inspecteur de la jeunesse et des sports

Turquie/Turkey/Turquía/Турция

S. Exc. M. Ali Sevki Erek
Ministre de la jeunesse et des sports

M. Orhan Bilgin
Sous-Secrétaire d'Etat au ministère de la jeunesse et des sports

M. Mehmet Arseven
Sous-Secrétaire d'Etat au ministère de la jeunesse et des sports

Prof. Hasan Ali Kocer
Membre du corps enseignant de l'Académie des sports

M. Mertcan Sipal
Chef de la Section des relations extérieures du ministère de la jeunesse et des sports

Mme Nurten Aslan
Membre du corps enseignant de l'Académie des sports

République socialiste soviétique d'Ukraine
Ukrainian Soviet Socialist Republic
República Socialista Soviética de Ucrania
Украинская Советская Социалистическая Республика

H. E. Mr. Michail Baka
Chairman of the Sport Committee of the Ukrainian Soviet Socialist Republic

Union des républiques socialistes soviétiques
Union of Soviet Socialist Republics
Unión de Repúblicas Socialistas Soviéticas
Союз Советских Социалистических Республик

H. E. Mr. Sergei Pavlov
Chairman of the USSR Sports Committee

Mr. Eugeny Novikov
Deputy Executive Secretary
USSR National Commission for Unesco

Mr. Boris Gromov
Deputy Chief
International Department, USSR Sports Committee

Mr. Alexander Mosiakov
Chief of the French Section of the Institute

Uruguay/Уругвай

Sr. Candido Domínguez Ledo
Vice-Presidente de la Comisión Nacional de Educación Física

Sr. Juan N. Mancebo
Coordinador General de Educación Física ante el Consejo Nacional de Educación

Venezuela/Венесуэла

Gen. de Brigada Camilo Vethencourt
Presidente de Instituto Nacional de Deportes

Prof. Beatriz de Ramírez
Supervisora Nacional de la Oficina Técnica de la Dirección General de Docencia

Dr. Omar Malpica
Director, Deportes, Instituto Nacional

Yémen/Yemen/Йемен

Mr. Khalid Fadaque
Deputy permanent delegate

Yougoslavie/Yugoslavia/Югославия

M. Hakija Pozderac
Président de l'Union pour la culture physique et le sport

M. Mila Ercegan
Vice-Président de l'Union pour la culture physique et le sport

M. le Dr Milos Mrakovic
Adjoint au Secrétaire pour l'éducation, la culture et la culture physique du Conseil exécutif de la République socialiste de Croatie

M. Zovan Kos
Interprète

Zaïre/Zaire/Заир

M. Malimazungu Elonga
Commissaire d'Etat aux sports

M. D. Y. Pendje
Conseiller d'ambassade
Délégué permanent adjoint auprès de l'Unesco

M. N'fan-i-Yind Mushid
Chef de la Division des sports

II. OBSERVATEURS/OBSERVERS/OBSERVADORES/НАБЛЮДАТЕЛИ

ETATS NON MEMBRES/NON-MEMBER STATES/ ESTADOS NO MIEMBROS/ГОСУДАРСТВА, НЕ ЯВЛЯЮЩИЕСЯ ЧЛЕНАМИ

Saint-siège/Holy See/

M. Yves Bouvyer

SPECIAL GUESTS/

Hon. Lord Killanin
President
International Olympic Committee

Mr. Juan Antonio Samaranch
Vice-President
International Olympic Committee

Mrs. M. Berlioux
Director
International Olympic Committee

ORGANISATIONS INTERGOUVERNEMENTALES/ INTERGOVERNMENTAL ORGANIZATIONS/ ORGANIZACIONES INTERGUBERNAMENTALES/ МЕЖПРАВИТЕЛЬСТВЕННЫЕ ОРГАНИЗАЦИИ

Agence de coopération culturelle et technique/ Agency for Cultural and Technical Co-operation

Mlle Delphine Bikiny

Organisation arabe pour l'éducation, la culture et la science (ALECSO)/Arab Educational, Cultural and Scientific Organization

Professeur Ahmed Fahti Sorour
Délégué permanent

Conseil de l'Europe/Council of Europe

M. Gerard Herberichs
Responsable des programmes sports

ORGANISATIONS INTERNATIONALES NON GOUVERNEMENTALES/INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS/ ORGANIZACIONES INTERNACIONALES NO GUBERNAMENTALES/МЕЖДУНАРОДНЫЕ НЕПРАВИТЕЛЬСТВЕННЫЕ ОРГАНИЗАЦИИ

Association internationale des universités/ International Association of Universities

M. D. J. Aitken
Secrétaire général adjoint

Confédération mondiale des organisations de la profession enseignante (WCOTP)/World Confederation of Organizations of the Teaching Profession

Dr professeur John Kane

Conseil international de l'hygiène, de l'éducation physique et de la récréation (ICHPER)/International Council on Health, Physical Education and Recreation

Professeur M. Hebbelinck
Président

M. Sieswanpo

Conseil international pour l'éducation physique et le sport (CIEPS)/International Council of Sport and Physical Education (ICSPE)

The Right Hon. P. Noel-Baker
President

M. J. Borotra
Président-Délégué

Professeur Tetsuo Meshizuka
Vice-Président

Professeur J. Falize
Secrétaire général

Mlle L. Meunier
Secrétaire général adjoint

- Conseil international du sport militaire (CISM)/International Military Sports Council

  Cdt. G. Jouvence

- Fédération internationale de l'éducation physique (FIEP)/International Federation for Physical Education

  M. P. Seurin
  Président

- Fédération internationale catholique d'éducation physique et sportive/Catholic International Federation for Physical and Sports Education

  M. R. Pringarbe
  Secrétaire général

- International Association of Physical Education and Sports for Girls and Women

  Mrs. Liselott Diem
  President

Fédération internationale syndicale de l'enseignement (FISE)/World Federation of Teachers' Unions

Mme M. Janin

M. Jacques Rouyer
Secrétaire général adjoint

M. Marcel Berge
Secrétaire général du SNEP

M. André Drevon

Association internationale d'histoire de l'éducation physique et du sport

Professeur Louis Burgener
Président

Fédération mondiale de jeunesse catholique/
World Federation of Catholic Youth

M. Jacques Cartier

Office international de l'enseignement catholique/Catholic International Education Office

M. Vincent Verelst
Président FISEC

Mme Anne-Cécile Lestienne

Mme Marie-Charlotte Loysel

Union internationale des étudiants (IUE)/
International Union of Students

M. Dan Barliba

World Alliance of Young Men's Christian Associations

Dr. Lloyd C. Arnold
Director, Health and Physical Education
National Council of YMCAs

Confédération internationale des travailleurs intellectuels/International Confederation of Professional and Intellectual Workers

M. Georges Poulle
Secrétaire général

Fédération syndicale mondiale/World Federation of Trade Unions

M. Vladimir Vondras
Chef du Département des activités à l'ONU
et institutions spécialisées

Ligue internationale de l'enseignement de la culture populaire/International League for Child and Adult Education

M. Jacques De Rette

Association internationale des terrains de jeux/
International Playground Association

Mme Valia Pellissier-Tanon

Conseil supérieur de sport en Afrique/Supreme Council for Sport in Africa

M. J.C. Ganga
Secrétaire général

Secrétariat professionnel international des enseignants/International Professional Secretariat for Teaching

M. Michel Roy

ANNEX VII

SECRETARIAT OF THE CONFERENCE

Director-General of Unesco

Mr. Amadou-Mahtar M'Bow

Director-General's Executive Office

Mr. Ch. Bekri
Mr. J.B. Kaboré

Assistant Director-General for Education

Mr. S. Tanguiane

Secretary-General of the Conference and Secretary of the plenary

Mr. R. Ochs
Director, Division of Structures and Content of Life-long Education

Deputy Secretary-General of the Conference and Secretary of the plenary

Mr. N.J. Moolenijzer
Programme Specialist for Physical Education and Sport
Division of Structures and Content of Life-long Education

assisted by

Mr. H. Körner
Division of Structures and Content of Life-long Education

COMMISSION I

Director-General's representative

Mr. H. Foecke
Deputy Director-General for Education

Secretary of Commission I

Mr. M. Soler Roca
Division of Literacy and Rural Development

assisted by

Mr. A. Guy-Gillet
Division of Methods and Techniques of Education

COMMISSION II

Director-General's representative

Mr. S. Tanguiane
Assistant Director-General for Education

assisted by

Mr. René Ochs
Director, Division of Structures and Content of Life-long Education

Secretary of Commission II

Mr. J. Alles
Educational Financing Division

Mr. V. Hercik
Division of Higher Education and Training of Educational Personnel

Technical advisers

Mr. Z. Zachariev
Division of Structures and Content of Life-long Education

Mr. J.-C. Pauvert
Division of Higher Education and Training of Educational Personnel

Mr. D. Irvine
Division of Equality of Educational Opportunity and Special Programmes

Mr. W. Taylor
Division of Financing of Education

Mr. S. Lingappa
Division of Educational Policy and Planning

Mr. M. Auger
Division of Operational Programmes

Mr. B. Haidara
Chief, Co-ordination and Evaluation Unit

ANNEX VIII

OFFICERS OF THE CONFERENCE

* President:	H.E. Mr. Abdallah Fadel (Algeria)
* Vice-Presidents:	H.E. Mr. H.F. Van Aal (Belgium) H.E. Mrs. Annie Spantceva (Bulgaria) Mr. Raymond Benoît (Canada) Mr. Jorge García-Bango (Cuba) H.E. Mr. Hussein Gamal Nazim (Egypt) H.E. Mr. Jean Boniface Assele (Gabon) Mr. Ellison Owusu-Fordwouh (Ghana) H.E. Mrs. Cecilene Leona Baird (Guyana) Dr. W.P. Napitupulu (Indonesia) H.E. Mr. Ali Hodjat-Kachani (Iran) H.E. Mr. Fouad Mebazaa (Tunisia) H.E. Mr. Pierre Traore Adame (Upper Volta) H.E. Mr. Sergei Pavlov (USSR) Mr. Hakija Pozderac (Yugoslavia)
* Rapporteur-General:	H.E. Mr. Pierre Mazeaud (France)

Commission I

* Chairman:	H.E. Captain Navio Anibal Carrillo (Ecuador)
Vice-Chairmen:	Mr. H.D. Sembuche (United Republic of Tanzania) Mr. Rikard Frederiksen (Denmark) Dr. Emil Ghibu (Romania)
Rapporteur:	Mr. Simon A. McNeely (United States of America)

Commission II

* Chairman:	H.E. Mr. S. Nural Hasan (India)
Vice-Chairmen:	H.E. Mr. Kaveli Kivistö (Finland) H.E. Mr. Silva Graca (Portugal) H.E. Mr. Justo Castellano Diaz (Dominican Republic) H.E. Mr. Mading de Garang (Sudan)
Rapporteur:	H.E. Mr. Felix Tonye Mbog (United Republic of Cameroon)

* Members of the Steering Committee (Rule 5.1 of the Rules of Procedure).